



IS 30
MARY WHITE OVINGTON MIDDLE SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 20K030
ADDRESS: 415 OVINGTON AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 030 **SCHOOL NAME:** Mary White Ovington

SCHOOL ADDRESS: 415 Ovington Avenue

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

SCHOOL CONTACT PERSON: Carol Heeraman **EMAIL ADDRESS:** cheeraman@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joshua Houston (UFT Representative)

PRINCIPAL: Carol Heeraman, IA

UFT CHAPTER LEADER: Adrian Lyss

PARENTS' ASSOCIATION PRESIDENT: Mary Dinerman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** Cluster 6 609

NETWORK LEADER: Debra Van Nostrand

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 member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Carol Heeraman	*Principal or Designee	
Adrian Lyss	*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	
Edwin Alicea	Member/Parent	
Roland Roberts	Member/Parent	
Christina Villavicencio	Member/Parent	
Rana Abu-Sbaih	Member/Parent	
Jessica Winder	Member/Teacher	
Safaa Moustafa	Member/Teacher	
David Askew	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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 20% Asian/Pacific Islanders; 25% Hispanic; 4% Black; and 50% 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, Music for Many and the Brooklyn Watercolor Society. We offer accelerated classes that confer Regents credit, such as Living Environment, 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), yearbook, cheerleading and major and portfolio art. Finally, our school has laptop carts on each floor 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, Curriculum Night 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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	IS 30 Mary White Ovington			
District:	20	DBN #:	20k030	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.3	95.2	95.5		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					94	95.95	95		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	104	116	113	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	98	109	117		62.1	75.3	75.3		

DEMOGRAPHICS							
Grade 8	134	95	120				
Grade 9				Students in Temporary Housing: Total Number			
Grade 10				(As of June 30)	2007-08	2008-09	2009-10
Grade 11					1	0	0
Grade 12							
Ungraded				Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total	336	320	350		8	7	7
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	0	0	0	Principal Suspensions	90	87	94
No. in Collaborative Team Teaching (CTT) Classes	0	12	24	Superintendent Suspensions	5	7	2
Number all others	8	10	11				
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	30	34	37	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	6	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	22	23	23
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	8	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	2
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.3	.3	0	Percent more than two years teaching in this school	63.6	82	92.7
Black or African American	2.4	2.1	3.3	Percent more than five years teaching anywhere	63.6	65	100
Hispanic or Latino	19.9	24.9	28.5	Percent Masters Degree or	77	78	98
Asian or Native	19.9	19.6	18.1				

DEMOGRAPHICS							
Hawaiian/Other Pacific Isl.				higher			
White	57.4	48.3	50.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial	0	0	0				
Male	47.6	48.3	48				
Female	52.4	51.7	52				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)				✓			
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	✓		ELA:			
	Math:	✓		Math:			
	Science:	✓		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	--	--	--				
Black or African American	--	--	--				
Hispanic or Latino	✓	✓	--				
Asian or Native Hawaiian/Other Pacific	✓	✓	--				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Islander							
White	✓	✓	--				
Multiracial	--	--	--				
Other Groups							
Students with Disabilities	✓	✓	--				
Limited English Proficient	--	✓	--				
Economically Disadvantaged	✓	✓	--				
Student groups making AYP in each subject	6 of 6	7 of 7	1 of 1				
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i> *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. ** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	n/a
Overall Score	88.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	n/a
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	n/a
School Performance (Comprises 25% of the Overall Score)	24.3	Quality Statement 3: Align Instructional Strategy to Goals	n/a
Student Progress (Comprises 60% of the Overall Score)	49	Quality Statement 4: Align Capacity Building to Goals	n/a
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	n/a
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

Each year our school Inquiry and Instructional teams conduct a yearly comprehensive review and analysis of student achievement data to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting the challenging State content and performance standards. We begin by looking at ARIS, State Report Cards, Quality Review Ratings and School Progress reports to target school wide trends and areas of concern. We then analyze performance and progress by grade, by class by subgroup 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 current and past ELL, special education and attendance status. Overall trends and findings are shared with the school leadership team, the staff and parents every year and school wide plans of action are discussed. The findings of the data analysis reveal that IS 30 has consistently met the New York State Annual Yearly Progress goals in ELA, MATH and Science for three years and is considered a school in good standing. In addition, we have maintained a score of A on our school report card for the past three years and our Quality review rating is Well Developed. We were pleased with our significant increase in our Science scores for the 2009-2010 school year and have met the goal we set for our 8th grade students. Overall, in eighth grade 71% of our students scored levels 3 and 4 on the 2010 NYS Science exam. That is an increase of 17.6% (up from 53.4%). However, our overall performance fell in 2009-2010 in both ELA and Math. We recognize that this is due in part to an increase in State cut scores that measure standard proficiency in these subjects' areas but when looking at overall student progress and performance we do see the need to target particular grades and subgroups who we feel would have been areas of focus regardless of changes in state scores. For example, in ELA regardless of changes in state performance scale scores, our students scoring at levels 3 and 4 would still have dropped 4%. In addition, another area of concern is the ELA skills of our 7th grade students in that only 44% of our students scored at levels 3 and 4 in ELA on the 2010 exam. Also, our Special Education students were at 50% Levels 3 and 4 in ELA in 2009 and in 2010 this percentage dropped to 6%. Our ELL students scored 27% proficiency in 2009 and this dropped to 3% in 2010. We are addressing these weakness in a variety of ways including, increased push in/pull out intervention services and restructuring the ELA curriculum and scope and sequence in preparation for the Common Core State Standards and using more effective assessment to differentiate instruction. Our students' progress and performance in Mathematics continues to be above average in relation to the rest of New York City. In 2010, our school scored 75% levels 3 and 4 21% higher than the city average. However,

when looking closely at trends in our Math scores, our Special Education students fell from 78% proficiency in 2009 to 29%. In addition, our ELL population scored at 39% proficiency in 2010 down from 69%. Although there has been a decrease in proficiency in terms of state performance measures, our students demonstrate significant growth in terms of progress on our school progress report. For example, in ELA our median growth percentile is 76 and our median growth percentile for the lowest third is 79. In Math, our median growth percentile is 78 and our median growth percentile for the schools lowest third is 77. Overall in the student progress category our school received an A where 42.2% of our students demonstrated growth on the State ELA and Math exam.

During the past three years, results on the NY state ELA have been disappointing. Careful analysis of focused assessment exams, ACUITY, looking at student portfolios and Achieve 3000 exams revealed that many students are lacking skills in reading comprehension, especially in non fiction text and writing using descriptive details. Beginning in the spring of 2010, a strategic action plan was developed with the ELA department. Teachers began working on developing a new curriculum maps and pacing calendar that focused on thematic units where students are exposed to a variety of reading and writing genres through exploration of essential questions and guiding/supporting questions. These maps will also incorporate effective strategies to address areas of weaknesses for our struggling student sub groups such as ELL and SPED populations. ELA teachers received professional development in the areas of Curriculum design, aligning curriculum to the standards, looking together at student work and differentiation of instruction. For the 2010-2011 school year, teachers will roll out the new curriculum, engage in inquiry to revisit and adjust curriculum and to look at ways to incorporate the Core Common state standards into the curriculum. Our Social Studies and Science departments will receive training this year to address areas of student literacy skill weaknesses and begin to incorporate reading and writing in the content area skills as part of their lesson planning. Funding has been aligned to address student's area of weakness in ELA and a push in/pull out ELA intervention program is programmed during the school day. In addition, specialized intervention programs for particular subgroups have been scheduled during for our extended day and after school programs.

One of our greatest accomplishments has been the work we are doing in terms of inquiry/teacher teams. Teachers meet together to discuss Curriculum, instructional strategies and the needs of students. It has become a part of our school culture and the use of data to influence instructional decisions is a core strategy for positive change. This work has changed the way teachers look at the needs of their students, assessment strategies and goal setting and the way they plan instruction. This year our inquiry and instructional teams will begin to look at the Common Core State Standards (CCSS) and begin to plan ways to infuse the rigor of these standards into our curriculum. Information revealed throughout analysis of student data has guided our school to form inquiry teams focused around content areas. Our teachers meet weekly for 50 minutes by department and are using "Looking Together at Student Work" By Tina Blythe and David Allen and "Succeeding with Standards Linking Curriculum, Assessment and Action Planning" by Judy F Carr and Douglas E Harris and "Rigor is not a Four Letter Word" by Barbara R. Blackburn as professional recourse books to guide their inquiry work. Additionally, we have formed a Special Education and English Language Learner inquiry team to target instructional strategies and to look at individual and groups of students in these subgroups.

Our AIS program has been scheduled to target the needs of all of our at risk sub groups, particularly those who data reveals are the most at risk. For example, there is an AIS push in/pull out program scheduled to target our ELL population in three different areas: Newcomers, ELLs taking the ELA for the first time and those receiving extension of services. An ESL teacher meets with these students in addition to the mandated ELL periods. Our Math AIS push in/ pull out program consists of targeting students in two different areas: Those where baseline data reveal that these are significant math

weaknesses(those students scoring three or more years below grade level) and those students who baseline data reveal gaps in particular standards and strands that can be addressed through targeted, differentiated instruction. Finally, our ELA program is a push in/pull out program for our 7th and 8th grade students to target areas of weakness particularly writing and reading of non-fiction texts. Besides our ELL, Special Education and bottom 1/3 subgroups data also reveals a need to focus in the 7th and 8th grades on closing the achievement gap of our Hispanic or Latino population and our male population in ELA. In our current 7th grade the gap between our Hispanic and White students scoring at levels 3 and 4 is 14%, in white students' performance 44% and Hispanic 30%. In our current 8th grade the difference in performance of our Males to Females in scoring levels 3 and 4 is 19% in our females scoring 66% and our Males scoring 47%. These sub groups are being addressed in Tier I classroom strategies and our AIS, extended day and afterschool programs.

We are proud to say that we have closed the achievement gap that has existed with our Hispanic population in Math in that in 2010, our Hispanic students scored 11% higher in Math at scoring levels 3 and 4 than our White students. We also see a need in Math to address our female sub group in that unlike ELA, our Females in the current 7th grade are scoring 9% lower in Math than the males. This gap does not exist in our 6th or 8th grade male to female ratio.

The most significant aids and barriers to the schools continuous improvement are the limitations dictated by the space of our building, lack of funding to maintain our one to one program 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. Up until the 2009-2010 school year, IS 30 was part of a one to one lap top program where every student in the building was provided with a lap top to use for educational purposes. Over a period of ten years, our computers became out dated and funding to purchase new computers through our own internal grant writing efforts and RESO A grant funds and school budget funding have been limited. Currently we have lap top carts on every floor for classroom use but it does not compare to the access to technology our children had when we were a one to one program.

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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

1. By June 2011, the number of students with disabilities scoring at levels 3 and 4 will increase 5% or 10% of students in this subgroup will demonstrate a year and a half of academic progress, an increase of .5 in proficiency rating scores, as measured by individual student proficiency ratings.

This goal is necessary because, SWDs' with 3 and 4 proficiency levels in ELA and math state exams showed a drastic decrease in the 2010 from 2009. SWDs went from 50% level 3's and 4's on the ELA exam in 2009 to 6% in 2010; in math, SWDs went from a 78% in 2009 to a 29% in 2010.

2. By June 2011, 90% of staff will have structures in place to regularly evaluate and adjust curricular and instructional practices in response to students learning needs and the expectations of the evolving state standards, with a focus on building alignment and coherence in curriculum, school organization and building effective strategies to accelerate student learning.

This goal is necessary because we realized that effective teacher collaboration is essential in to improve students' performance. Teacher inquiry and instructional teams regular meetings provide teachers the opportunity to share best practices as they look at student work; review and revise curriculum based on students' learning; and reflect on their own pedagogical practices to improve teaching and learning.

3. By June 2011, parent involvement in organized school and family events will increase by 2% as measured by attendance logs. There will be an increase of 1.5% in each category in parent responses on the school learning environment survey in the areas of communication, engagement and academic expectation as evidenced in questions that address these issues.

This goal is necessary to because over the past 2 years there has been a steady decrease in parental involvement, evident by the sign-in sheets, during PTA meetings and PTA-created activities. IS 30 believes that an increase in parental involvement will have a positive impact on student achievement. Inform and engage parents in programs and practices that will assist in their child's academic success. Improve parent knowledge of school wide instructional plans 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, parents, and students.

4. By June 2011, the number of English Language Learners scoring at levels 3 and 4 in ELA and/or Math will increase 5% or 10% of students in this subgroup will demonstrate a year and a half of

academic progress, as measured by individual student proficiency ratings or by an increase of one performance level on the NYSESLAT exam.

This goal is necessary because there was a drastic reduction in proficiency levels in both Math and ELA. In ELA our ELLs scored 27% proficiency in 2009 and dropped to 3% in 2010; in math our ELLs scored at 69% proficiency in 2009 dropped to 39% in 2010.

5. By June 2011, The ELA department will revise 90% of the current ELA curriculum to begin looking at the emerging common core standards and through developing thematic studies which will expose students to varied genres and critical thinking concepts thereby increasing literacy and reading comprehension skills.

This goal is necessary because an analysis of the assessment exams, ACUITY, student portfolio, and Achieve 3000 revealed our students are lacking skills in reading comprehension, especially in non-fiction text and writing using descriptive details. In preparation for the new state test in 2014 which will reflect the Common Core State Standards (CCSS), all content area teachers are being trained on the implementation of the CCSS. The ELA department began the initial process last school year and is continuing this year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Inquiry/Data/Student progress

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the number of students with disabilities scoring at levels 3 and 4 will increase 5% or 10% of students in this subgroup will demonstrate a year and a half of academic progress, an increase of .5 in proficiency rating scores, as measured by individual student proficiency ratings</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional Development-PD will be given to staff on the following topics: Interim assessments to monitor and revise curriculum, Using multiple data sources to monitor student progress, differentiated instructional strategies to meet the needs of SWD, Utilizing appropriate instructional and curricular accommodations, Co teaching and Co planning, Using research based interventions in reading and math effectively in the classroom and aligning educational technology to maximize supports and resources in the building to SWD.</p> <p>Target Population(s) Teachers’ servicing SWDs and students in SWD subgroups.</p> <p>Responsible Staff Members: Principal and Assistant Principals for SWDs, Staff developers and Data Specialist</p> <p>Implementation timeline: September 2010- May 2011</p> <p><u>Collaborative inquiry teams will be expanded</u> to include a group of teachers focusing on SWDs and at risk students. Teams function will include consistent collection of data, monitoring of student progress, setting initial goals for groups and individual students in ELA and Math. Responsible staff will organize, disseminate and communicate goals for students and make recommendations of case studies and on strategies for improved student outcomes.</p> <p>Implementation time—September-October 2010</p>

	<p>Monitor and Revise</p> <p>Baseline Progress point: November 2010 After first periodic assessment, team will align results to goals and target areas of needs of SWDs and at risk students and discuss these students with staff. Teachers will share, during weekly inquiry meetings and professional development, students progress based on looking at student work, and a variety of data such as interim assessments, teacher generated assessments and assessments such as Scantron Performance Series and Achieve 3000. Administrators will include use of assessments and data and student progress expectations as part of observation expectations.</p> <p>Midterm Progress point (1)- January 2011 SWD team Teachers will measure, using above data sources, the Midterm progress point of 1% of students measuring 1 year of progress by this time. Monitor and revise individual goals if necessary.</p> <p>Midterm Progress Point (2) March 2011 Teachers will review current data and monitor progress of targeted students.</p> <p>May/June 2011 Endterm progress point- Final evaluation of student progress. Measure student progress of year long goal. Evaluate effectiveness of targeted inquiry group through teacher discussion/survey. Evaluate process of using multiple data sources to evaluate student progress through looking at results of case studies and teacher survey results.</p> <p>Analyze SWD subgroup scores on ELA and Math State Exam to determine if the number of SWDs scoring at levels 3 and 4 increased 5% or if 10% of students in this subgroup demonstrated a year and a half of academic progress, an increase of .5 in proficiency rating scores, as measured by individual student proficiency ratings or by an increase of one performance level on the NYSESLAT exam</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p>As a title I Schoolwide program school, conceptual consolidation will allow us to combine federal and state local funds such as fair student funding (tax levy) Title I and title III funds to implement this action plan from September 2010- June 2011 as indicated below: \$20,000 Set aside for professional development in areas of meeting needs of SWD. \$3,360 Supervisor per session for after school programs and differentiated professional development</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Inquiry/Curriculum

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of staff will have structures in place to regularly evaluate and adjust curricular and instructional practices in response to students learning needs and the expectations of the evolving state standards, with a focus on building alignment and coherence in curriculum, school organization and building effective strategies to accelerate student learning.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional Development</u> PD will be given to all staff on the common core standards, aligning schools’ current curriculum with common core standards, developing a common instructional framework and assessment tools that guide curricula decisions, the needs of students and teaching practices, looking at student work and school wide expectations of the inquiry process.</p> <p>Data Specialist will provide support and develop systems to build greater coherence and consistency in the collection and use of day to day classroom data in order to improve strategic instructional decisions.</p> <p>Principal will program content area inquiry teams on a weekly basis to meet to focus on building instructional coherence in each content area. Teachers will devise new pacing calendars and curriculum maps to include expectations of evolving state standards.</p> <p>Administration will monitor and support process in each content area throughout the school year through inquiry team agendas and minutes and through formal and informal observations.</p> <p><u>Target Population:</u> All teachers in all content areas</p> <p><u>Responsible Staff</u> Principal, Assistant Principal, Data Specialist, Staff Developers (internal and External)</p>

	<p>Implementation Timeline: September 2010-June 2011</p> <p>Monitor and Revise September 2010 Teachers will receive professional development and receive inquiry schedules to begin their inquiry work.</p> <p>November 2010: Using outcomes from teacher survey, inquiry agendas and minutes and beginning stages of curricula maps and pacing calendars, administration will analyze results and determine next steps.</p> <p>January 2010: Teachers will share inquiry work and have a minimum of 2 curricula units aligned with the core standards in place.</p> <p>March 2010: Teachers will begin to evaluate work done and make adjustments to pacing and curriculum maps and begin planning for end year assessments and goal setting for next year.</p> <p>June 2010: Final evaluation and preparation for the 2011-2012 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding Sources: As a title I Schoolwide program school, conceptual consolidation will allow us to combine federal and state local funds such as fair student funding (tax levy) Title I and title III funds to implement this action plan from September 2010- June 2011 as indicated below: Professional Development funds \$10,000 Assessment tools (Achieve 3000, Renzuli, Gizmo's, Math Assessment) \$30,000 Teacher per session and per diem for differentiated professional development Teacher per session and per diem for staff members' part of the Common Core standards Curriculum Alignment initiative through CFN. Professional development materials to support content based inquiry teams throughout the school year.</p>

<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Professional development participant sign in sheets- September 2010-June 2011 Inquiry team agendas and minutes- weekly Core Content area curriculum guides and pacing calendars June 2011 Principal and Assistant Principal formal observations that demonstrate instructional coherence and a demonstrated impact on student achievement present in the core content classrooms.</p>
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Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Inform and engage parents in programs and practices that will assist in their child’s academic success. Improve parent knowledge of school wide instructional plans 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 By June 2011, parent involvement in organized school and family events will increase by 2% as measured by attendance logs. There will be an increase of 1.5% in each category in parent responses on the school learning environment survey in the areas of communication, engagement and academic expectation as evidenced in questions that address these issues.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>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 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.</p>

	<p>Parents will receive quarterly student progress reports and information on their child’s personal learning goals throughout the school year.</p> <p>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.</p> <p>Parent coordinator will plan and organize monthly workshops for parents to visit the school and stress their concerns.</p> <p>Per session and per diem funding will be set aside to encourage teachers to spend more time meeting with families after school hours.</p> <p>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>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>As a title I Schoolwide program school, conceptual consolidation will allow us to combine federal and state local funds such as fair student funding (tax levy) Title I and title III funds to implement this action plan from September 2010- June 2011 as indicated below:</p> <p>Schedule appropriate title 1 set aside monies for Parent involvement committee to determine how to utilize effectively to increase parent involvement.</p> <p>Schedule \$1,800 for teacher per session for Saturday family program and to conduct parent workshops at monthly meetings.</p> <p>Schedule \$1,230 for supervisor per session to plan and implement Saturday family program.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Agendas from monthly parent workshops.</p> <p>Parent sign in sheets from all school sponsored events</p> <p>Monthly parent newsletters</p> <p>Copies of parent/student surveys (quarterly)</p> <p>Copies of goal setting work with parent involvement component completed at home and entered into student portfolio, work folder or student notebook (quarterly)</p> <p>Parent coordinator’s communication log. (monthly)</p> <p>Increase in parent responses by in the areas of communication, engagement and academic expectations as evidenced by Learning Environment Survey.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Inquiry/Data/Student Progress
Math/ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of English Language Learners scoring at levels 3 and 4 in ELA and/or Math will increase 5% or 10% of students in this subgroup will demonstrate a year and a half of academic progress, as measured by individual student proficiency ratings or by an increase of one performance level on the NYSESLAT exam</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development-PD will be given to staff on the following topics: Addressing the needs of ELLs who are newcomers to the NYC school system, interim assessments to monitor and revise curriculum, Using multiple data sources to monitor student progress, differentiated instructional strategies to meet the needs of ELLs Utilizing appropriate instructional and curricular accommodations, Co teaching and Co planning, Using research based interventions in reading and math effectively in the classroom and aligning educational technology to maximize supports and resources in the building to ELLs.</p> <p>Target Population(s) Teachers servicing ELLs and students in ELL subgroups.</p> <p>Responsible Staff Members: Principal and Assistant Principals for ELLs, Staff developers and Data Specialist</p> <p>Implementation timeline: September 2010- May 2011</p> <p><u>Collaborative inquiry teams will be expanded</u> to include a group of teachers focusing on ELLs and Former ELLS who are at risk. Teams function will include consistent collection of data, monitoring of student progress, setting initial goals for groups and individual students in the</p>

core content areas. Responsible staff will organize, disseminate and communicate goals for students and make recommendations of case studies and on strategies for improved student outcomes.

Implementation time—September-October 2010

Monitor and Revise

Baseline Progress point: November 2010 After first periodic assessment, team will align results to goals and target areas of needs of ELLs and at risk students and discuss these students with staff. Teachers will share, during weekly inquiry meetings and professional development, students progress based on looking at student work, and a variety of data such as interim assessments, teacher generated assessments and assessments such as Scantron Performance Series and Achieve 3000. Administrators will include use of assessments and data and student progress expectations as part of observation expectations.

Midterm Progress point (1)- January 2011 ELL and content area teachers will measure, using above data sources, the Midterm progress point of 1% of students measuring 1 year of progress by this time. Monitor and revise individual goals if necessary.

Midterm Progress Point (2) March 2011 Teachers will review current data and monitor progress of targeted students

Endterm Progress Point- May/June 2011 Endterm progress point- Final evaluation of student progress. Measure student progress of year long goal. Evaluate effectiveness of targeted inquiry group through teacher discussion/survey. Evaluate process of using multiple data sources to evaluate student progress through looking at results of case studies and teacher survey results.

Analyze ELL subgroup scores on ELA and Math State Exam to determine if the number of English Language Learners scoring at levels 3 and 4 increased 5% or if 10% of students in this subgroup demonstrated a year and a half of academic progress, an increase of .5 in proficiency rating scores, as measured by individual student proficiency ratings or by an increase of one performance level on the NYSESLAT exam

May/June 2011 Endterm progress point- Final evaluation of student progress. Measure student progress of year long goal. Evaluate effectiveness of targeted inquiry group through teacher discussion/survey. Evaluate process of using multiple data sources to evaluate student progress through looking at results of case studies and teacher survey results.

Analyze ELL subgroup scores on ELA and Math State Exam to determine if the number of English Language Learners scoring at levels 3 and 4 increased 5% or if 10% of students in this subgroup demonstrated a year and a half of academic progress, an increase of .5 in proficiency rating scores, as measured by individual student proficiency ratings or by an increase of one performance level on the NYSESLAT exam

Section VI: Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Curriculum/Student Progress

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, The ELA department will revise 90% of the current ELA curriculum and begin aligning curriculum to the emerging common core standards through developing thematic studies which will expose students to varied genres and critical thinking concepts thereby increasing literacy and reading comprehension skills.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development-PD will be given to staff on the following topics: Curriculum mapping, Planning for the implementation of the common core standards, Interim assessments to monitor and revise curriculum, Using multiple data sources to monitor student progress, differentiated instructional strategies to meet the needs of students and student subgroups, Utilizing appropriate instructional and curricular accommodations, Effective use of Achieve 3000,</p> <p>Target Population(s) ELA teachers.</p> <p>Responsible Staff Members: Principal and Assistant Principals for ELA, Staff developers and Data Specialist</p> <p>Implementation timeline: September 2010- June 2011</p> <p>ELA teachers will devise a year long, unit focused curriculum guides and pacing calendar containing “Essential Questions”</p> <p>Achieve 3000 periods will be built into the ELA schedule to connect assessment to thematic</p>

units of study

Administration will develop a weekly schedule for ELA teachers to meet.

Provide parent workshop for parents on the use of Achieve 3000. September 2010

Implementation time—September-October 2010 Roll out of curriculum in Grade 6-8 ELA classrooms.

Monitor and Revise

Baseline Progress point: November-December 2010 After first baseline assessment, ELA teachers will align results to goals and target areas of needs of classes and at risk students and adjust curriculum. Teachers will share, during weekly inquiry meetings and professional development, students progress based on looking at student work, and a variety of data such as interim assessments, teacher generated assessments and assessments such as Scantron Performance Series and Achieve 3000. Administrators will include use of assessments and data and student progress expectations as part of observation expectations.

Midterm Progress point (1)- January-February 2011 ELA Teachers will have completed 50% of curriculum and have rolled out two units of study including 2 pre and post assessments using above data sources, Teachers will begin to look at how curriculum is aligned to current standards and similarities/differences of alignment in the emerging common core standards.

Ongoing professional developing on curriculum mapping and planning for the common core standards will be support for adjustments to curriculum.

Midterm Progress Point (2) March-April 2011 ELA teachers will have completed 75% of curriculum to include and additional 2 units of study including pre and post assessments. Continue looking at how curriculum is aligned to current and evolving state standards. Teachers will begin looking at similarities/differences in rubrics being used and how they relate to current and evolving state standards

End term Progress Point- May/June 2011 90% of curriculum will be revised. Final 2 units rolled out and assessed. Adjustments made to revise and adjust curriculum maps and units of study. Teachers will plan for summer and 2011-2012 school year to continue to align

	<p>curriculum to evolving common core standards and the needs of classes and individual and at risk students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>As a title I Schoolwide program school, conceptual consolidation will allow us to combine federal and state local funds such as fair student funding (tax levy) Title I and title III funds to implement this action plan from September 2010- June 2011 as indicated below:</p> <p>\$20,000 Set aside for professional development in areas for ELA teachers.</p> <p>\$2000 Set aside for per diem for teachers to attend training.</p> <p>\$ 672set aside for summer planning for ELA teachers</p> <p>\$10,000 Teacher per session (2 days per week) for after school programs with a focus on working with students on Teen Biz 3000 and MY ACCESS.</p> <p>\$2,000 Professional instructional materials to support curriculum development during the regular school day.</p> <p>\$ 15,000 instructional materials to update classroom libraries and provide materials for teachers to implement new curriculum units.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Professional Development participant sign in sheets September-June 2010-2011</p> <p>Inquiry team agendas Monthly September- June</p> <p>ELA curriculum units and maps by grade level. November January March June</p> <p>Achieve 3000 student progress reports to show growth in student lexile levels Level Set I October 2010, Level Set II January 2011, Level Set III June 2011</p> <p>Informal/Formal Observation Reports: September 2010-June 2011.</p>

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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – 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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	33	25	10	10	6	0	0	0
7	63	32	10	10	8	0	0	0
8	53	20	10	10	13	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, Focus On Fluency and a variety of gaming intervention programs. 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 37 1/2 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 seventh grade. Using Title I funding, two ELA classes will have an additional push in/pull out ELA teacher work with targeted students in the class for four periods each week 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 a push in/pull out two tiered intervention program in both the seventh and eighth grade. An additional Math teacher will be scheduled to work with students in two seventh and two eighth grade classes four times per week. She will target two different areas. First she will work with those students with low level skill base as indicated by school generated assessments that the students’ are three years or more behind in Math skills. She will also target those students who have gaps in math skills as indicated on the assessments and the item skills analysis and address those gaps during class time in a push in capacity. Tier I strategies will also be implemented 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- eighth grade, great leaps Math in the 7th and 8th and exploring mathematics in the seventh and eighth grades . These programs will be evaluated for effectiveness every eight weeks using</p>

	<p>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. 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>
Science:	<p>Students who are found to be at risk of not meeting standards in Science in grades 6-8 will be placed in mandated 371/2 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>
Social Studies:	<p>Students who are found to be at risk of not meeting standards in Social Studies will be offered after school intervention services and will be placed in mandated 371/2 minute at risk period. Tier I intervention strategies will be addressed during class time and provided by the Social Studies teacher through small group and differentiated instruction. Hi/Low reference and content related books will be purchased for all Social Studies classrooms and added to classroom libraries to support reading in the content areas and to allow for differentiation. Finally, for our 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>
At-risk Services Provided by the Guidance Counselor:	<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>

At-risk Services Provided by the School Psychologist:	N/A we have only been assigned a School Psychologist 1 day a week for the 2010-2011 school year
At-risk Services Provided by the Social Worker:	N/A we have only been assigned a School Social Worker 1 day a week for the 2010-2011 school year
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6-09	District 20	School Number 030	School Name Mary White Ovington
Principal Carol Heeraman, IA		Assistant Principal Elizabeth Maley	
Coach None		Coach None	
Teacher/Subject Area Laura Kelly/ESL		Guidance Counselor Ida Tam	
Teacher/Subject Area Tracy Walker/ESL		Parent type here	
Teacher/Subject Area Elda Nogueras/Bilingual		Parent Coordinator Donna Borgia	
Related Service Provider Ellen Shiff		Other	
Network Leader Debra Van Nostrand		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	340	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	12.06%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When new students come to register, the Pupil Personnel secretary, Gloria Romeo, provides the parent/guardian with the Home Language Identification Survey (HLIS) and ensures that all the components are filled. The certified ESL teacher, Laura Kelly, then reviews the HLIS with the parent/guardian and conducts the informal oral interview and the formal initial assessment in English. For Spanish-speaking parents the Bilingual teacher is utilized to translate. For all other languages, available bilingual staff is used. Within ten days, the ESL teacher administers the LAB-R, if indicated by the HLIS. The Spanish LAB is administered if and when necessary. Using the information from the revised LAB/NYSESLAT eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT scores are used to identify the proficiency levels (beginner, intermediate, advance, or proficient) of the students and this information is distributed to all teachers of ESL students to use as a tool to inform instruction.

2. To ensure that parents understand all three programs choices (Transitional Bilingual, Dual Language, freestanding ESL), parents view, in their native language, the NYCDOE Orientation Video for parents of English Language Learner during individual parent orientation sessions held at the time of their interview by the ESL teacher. The necessary translators are available for parents to explain and clarify each program choice.

3. To ensure that the Parent Survey and Program Selection forms are returned, parents complete the forms during the individual parent orientation session. For parents who are unable to complete and submit the forms, the ESL teacher schedules another day that's convenient for the parents.

4. The parent Survey and the Program Selection forms are carefully reviewed with the parents by the ESL teacher and the translator (if needed). Parents provide the ESL teacher with all the information about the students' literacy level in their native language. The parents are informed about the Free standing ESL program offered at IS 30 and their options to other schools that offer Transitional Bilingual or Dual Language programs.

5. A review of the data over three years indicates that 98% of parents have requested ESL as their program of choice. IS 30 is a small school and each year we have less than 15 first time admissions to the program. In 2008-2009 we had 11 and in 2009-2010 we had 12. This school year 2010-2011 we have 11.

6. The program model at our school is aligned with parental requests. Parents request freestanding ESL program and this is the program we offer.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained							3	1	2						6
Push-In							6	8	7						21
Total	0	0	0	0	0	0	9	9	9	0	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	6
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	0	0	11	0	5	6	0	1	41
Total	24	0	0	11	0	5	6	0	1	41

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian													0		0		0		0	0	
Korean													0		0				0	0	
Haitian													0		0		0		0	0	
French													0		0	0	0		0	0	
Other																			0	0	
TOTAL	0																				

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	2	3					8
Chinese							2	3	0					5
Russian							0	0	0					0
Bengali							1	0	1					2
Urdu							0	1	2					3
Arabic							4	8	8					20
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	1					1
Punjabi							0	0	0					0
Polish							0	0	0					0

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian							1	0	0					1
Other							1	0	0					1
TOTAL	0	0	0	0	0	0	12	14	15	0	0	0	0	41

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

All students participate in free-standing ESL Programs and 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 (180 minutes) of ESL and one unit of ELA. Students are assigned to a class and receive all mandated courses in heterogeneous groupings. ELL teachers push in to content area instruction and pull out for small group instruction. One of the ELL teachers provides ten extra periods of instruction to ELL students who are at risk of not meeting standards. All ESL and ELA teachers use a balanced approach to literacy. During the literacy block teachers balance their instruction between reading, writing, listening and speaking activities. Teachers use mini lessons, independent and small group work to address the needs of the varied ELL students. Differentiated text is utilized, as well as, mini lessons specific to the needs of the learners. This year the TeenBiz 3000, an internet based program, is being used to enhance the students' ability to read non-fiction. ELL students are provided all mandated content area instruction. ACCESS Math and Social Studies materials have been purchased and are utilized in classrooms

when appropriate. Since the ESL teachers push into content areas they can work with groups of students to make content comprehensible to enrich language development. Scaffolded instruction and differentiated assignments allow students to gain content area skills and knowledge while developing English Language Skills.

ELLs who are identified as SIFE are afforded the same ESL services based on their LAB-R scores. In addition SIFE students are placed in an at risk service in the extended day instructional period. They are also offered opportunities for specialized after-school programs that focus on the needs of ELL students. Newcomers are also of placed in the extended day instructional period. ELA and math teachers take baseline assessments to determine the best instructional levels. They are able to provide students with books on tape, a differentiated text and work materials designed for ELL's . Students are invited to attend after-school activities that help prepare students for the New York State Examinations. Specifically we have offered a playwrighting work shop and specialized after-school programs by native speakers. Additionally, families are invited to various Saturday programs that encourage literacy skills and foster experiential learning.

Long term ELL's are encouraged to participate in our rich after-school programs. These activities foster language skills, social skills and provide rich experiences that they might not otherwise have.

This school year there is a special emphasis on having all ELL students participate in outside school trips. We believe these experiences will foster language understanding and vocabulary in addition to their cultural value.

The guidance counselor continues to work with students and families that may have special needs. She closely monitors ELL progress and meets with them with strategies to develop English proficiency. This interaction creates an additional level of support that builds on classroom instruction, thereby increasing academic achievement. Students who are not progressing are strongly encouraged to participate in supplemental activities such as extended day, Saturday programs and other academic intervention services.

Students who are at risk or may have special needs are also discussed at the monthly Pupil Personnel Team meetings. Teachers are encouraged to submit to the guidance counselor the names of these students and interventions they have implemented. The results are discussed at length. Home contact regarding students is also discussed a the PPT. The PPT makes suggestions for future interventions. These include at risk counseling, SETSS etc. If these interventions are not successful further testing by the School Assessment Team may be administered in order to provide greater insight into the child's needs.

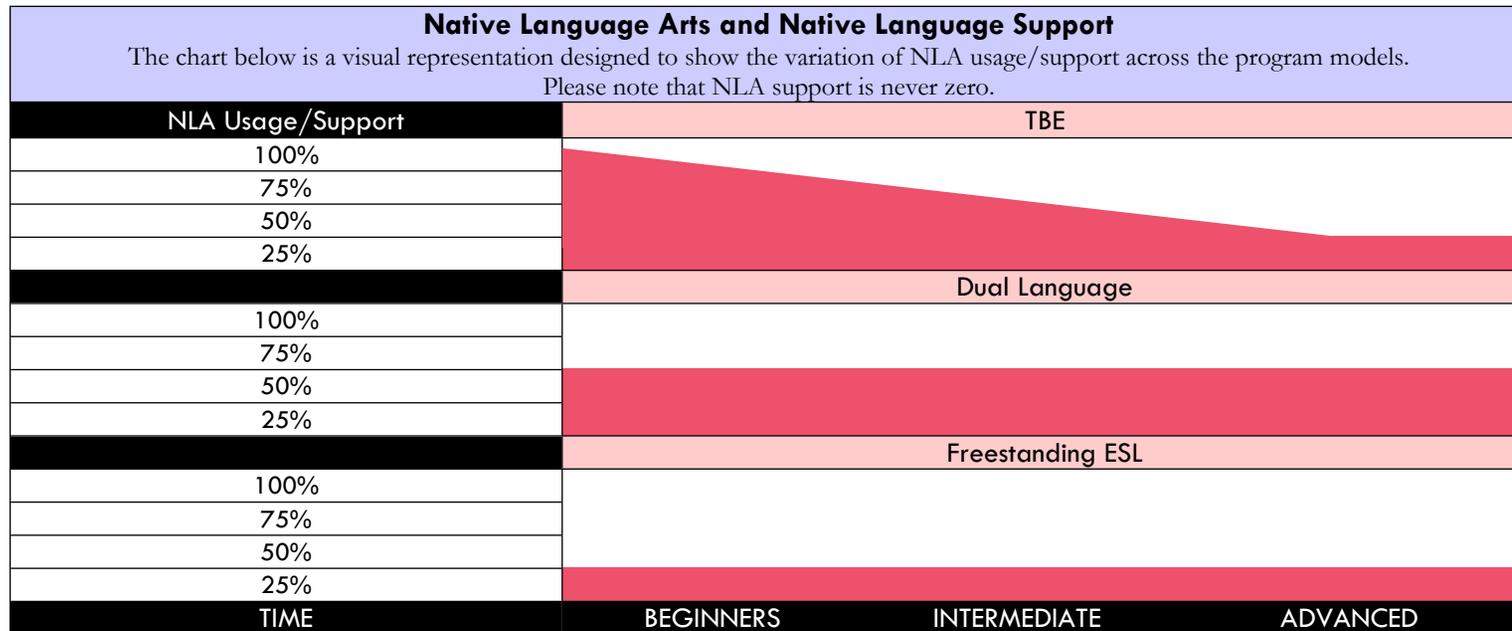
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

ELL students receive targeted intervention in content areas as needed. One ESL teacher is assigned to Academic Intervention for ten periods. During these periods she pushes into content area classes in the seventh and eighth grade and works with the teacher and students to provide differentiated instruction and support to the students. Both ESL teachers service ELL students during the extended day instructional period. The ESL teachers also utilize their preparation periods to assist students with assignments in content areas. All ELL and FEL students are encouraged to participate in our after-school programs. From our Road Runners program, a special math program to a playwrighting program students have many opportunities to develop language skills and gain experiential knowledge key to vocabulary development.

Student's reaching proficient on the NYSESLAT receive continued support during the extended day instructional program and after-school activities. The guidance counselor and parent coordinator work with families to provide translation of documents to families and assist with students making high school entrance decisions.

This year we are encouraging teachers to arrange trips outside the school that include ELL students. Visits to the Brooklyn Museum's Egyptian collection Sailor's Snug Harbor, an arts program at Material for the Arts, presentations at the Brooklyn Library are among the activities planned. At this time we are only seeking to add to our programs and services to our ELL students.

There are wireless laptop carts on each floor of the school. All teachers integrate technology into their curriculum. Smartboards are also available

on each floor. ELL and FEL students are able to utilize these during their regularly scheduled instruction. Additionally there are computers available in the library during each lunch period. Students are invited during each lunch period to visit the library to study, borrow books or use the computers. Books on tape are available to students and are utilized for a variety of assignments. Differentiated materials were purchased for Social Studies, Math and English Language Arts. Novels that correspond to the ELA curriculum were purchased in other languages when available. Classroom libraries include bilingual titles and novels in students' native languages. Students are provided with word to word glossaries for Social Studies, Math and Science.

ELL students are programmed according to state requirements based on their age. They receive all age and grade appropriate mandated instruction. This includes the two year cycle of foreign language. Due to the small size of IS 30 we are only able to offer Spanish as a foreign language option.

ELL students and their families are encouraged to attend our open house in the spring. During the open house curriculum is discussed, families tour the school building and support staff are available to share information about services for students with special needs. There is an additional "Curriculum Night " in September where families may meet with teachers and learn about the instructional goals for the current school year. IS 30's parent coordinator is always available to assist parents and provide tours upon request.

D. Professional Development and Support for School Staff

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

Content area teachers are certified in their subject area and have received the mandated ESL training. Content area teachers incorporate ESL strategies and methodologies in their daily classrooms. Ongoing staff development is provided to all teachers of English Language Learners in order to assist ELLs in making gains in English Language acquisition. Staff development is provided by the principal, assistant principal, and ESL teachers and outside providers including offerings from the Department of OELL and Network 609. There are plans in the making for the ExC-ELL program training to commence in January for math and ELA teachers. The 609 Network personnel will continue to support the implementation of the program strategies. The plan is for all teachers to be effectively trained in teaching reading and writing in their content through ExC-ELL strategies. We will focus on vocabulary teaching and reading strategies.

During the 2010-2011 school year teachers have been arranged into focus groups so that they may pursue inquiry work during the extended day and ESL teachers work with other instructional specialists to look at student work and determine what types of assignments and methods work best with the ELL population.

Content area teachers are also encouraged to attend the QTEL series of professional development. These sessions focus on strategies that raise academic performance of ELLs. All teachers are provided the opportunity to meet as teams during the extended day and share best practice and examine students work.

E. Parental Involvement

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

IS 30 maintains an open door policy, parents are always welcome and are generally seen within a half hour even when they do not have an appointment. We utilize automated phone service, School Messenger, to send out information about school events and important dates. There is monthly Parent Teacher Association meeting that all families are encouraged to attend. A newsletter goes home to all families and important notices are translated into appropriate languages. Translation services are available at all parent-teacher Conferences. In addition we use the translations nit phones services for impromptu conversations.

There are Saturday family programs where parents and their children come together at school to participate in art projects, organizational skills programs and information sessions about how to help your child achieve on the New York State standardized examinations. Parents are surveyed formally and informally to ascertain their feelings about our school and their specific needs. We seek input into decisions about trips and school activities and the learning environment of our school. The Parent Coordinator takes an active role in this process frequently contacting parents personally to inform them of activities or school-wide concerns. A particularly a=successful event is our Pot Luck Supper. Families come together and share the ethnic dishes of their countries. Families have the opportunity to play games together, watch a movie or win prizes. It is a warm evening that is always well attended and offers positive relationship between the school and our families

We frequently create school events to meet the needs of parents, for example, we host an information night about the high school selection process, as well as, events that describe the state exams.

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)							0	3	2					5
Intermediate(I)							0	0	1					1
Advanced (A)							1	1	0					2
Total	0	0	0	0	0	0	1	4	3	0	0	0	0	8

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	2	0	0	9
7	4	5	0	0	9
8	7	5	1	0	13
NYSAA Bilingual SpEd					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5	0	4	0	2	1	0	1	13
7	1	1	5	1	4	0	1	0	13
8	5	0	5	0	5	1	2	0	18
NYSAA Bilingual Sped									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	9		4		1	1			15
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	14				1				15
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Int</u> <u>Algebr</u>		1		1
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

Since the results of the NYSESLAT aren't released until the early fall they are used as one of the first assessments to determine student strengths and weaknesses. Students enrolled in the 2009-2010 school year achieved the following on the Spring 2010 NYSESLAT: 13 sixth grade students were tested, on the listening and speaking portion of the exam 23% achieved at the beginning level, 8% at the intermediate level, 8% at the advanced level and 61% at the proficient level. On the reading and writing portion of the test, 15% achieved at the beginning level, 38% at the intermediate level, 23% at the advanced level and 23% at the proficient level.

On the 7th and 8th grade level 32 students were tested. On the listening and speaking portion 6% achieved at the beginning level, 9% at the intermediate level, 22% at the advanced level and 62% at the proficient level. On the reading and writing portion of the exam 15% achieved at the beginning level, 40% at the intermediate level, 25% at the advanced level and 18% at the proficient level.

Of the 33 students who are currently enrolled as ELL students with NYSESLAT results only 24% of them increased their performance on this exam. 42% remained at the same level and it was the first time tested for 27% of students.

On the first round of Lab R testing ten new admits were tested. Of the ten tested seven scored at the beginner/intermediate level, two scored at the advanced level and one was proficient. The ESL teachers use this information to create groups in both the push-in and pull-out class sessions. Additionally these students will receive their word to word glossaries.

Clearly our students were strongest in their listening and speaking skills with only a point difference between the two grade bands. Similarly the weakest skills were seen on the reading and writing section with about 40% of students only performing at the intermediate level. Teachers' will use this information to tailor their instruction to include more rigorous reading and writing activities. Additionally instruction will be scaffolded to allow students to move up along a hierarchy of writing tasks. As previously mentioned the English language arts teachers are using the web based reading program Achieve 3000 and Teen Biz. These programs are non-fiction based and allow students to read material at their reading level but then push them to move onto a higher level of proficiency.

In addition to NYSESLAT results the ELA teachers have issued the Scantron Performance series as a baseline assessment to all students. This assessment provides a grade level for each child. Therefore teachers will be able to make informed decisions about the level of material students will be able to work with. Students will be tested again later in the school year using this method and decisions will be made about instructional practice. During push- in programs students are grouped by weaknesses so the ESL teacher can modify tasks and give specific assistance to the students.

It is clear that ELL student performance has decreased on both the New York State ELA and Math examination. Two students who received the math examination in their native language scored well. One sixth grade student attained a level four in math and an eighth grade student received a level three, she also took the Regent exam in math and received a score of 85. Although students do receive tests in their native language when it is possible it does not appear to make a significant difference for the majority of students. It is recognized many students are not literate in their native language therefore; the translated tests, glossaries and bilingual materials are not sufficient assistance.

The school administration and classroom teachers use the ELL periodic assessments to provide insight into anticipated performance on the NYSESLAT. Looking at specific questions on the test assists teachers in knowing the specific types of questions students are struggling with.

The success of our ELL program is evaluated by performance on all standardized tests, students' performance in the classroom, and their overall ability to communicate and assimilate into the community at large.

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Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Heeraman	Principal		01/05/11
Elizabeth Maley	Assistant Principal		10/29/10
Donna Borgia	Parent Coordinator		10/29/10
Laura Kelly	ESL Teacher		10/29/10
Mohammed Alezzi	Parent		10/29/10
Elda Nogueras	Teacher/Subject Area		10/29/10
Safaa Moustafa	Teacher/Subject Area		10/29/10

	Coach		
	Coach		
Ida Tam	Guidance Counselor		10/29/10
Debra VanNostrand	Network Leader		10/29/10
	Other		

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

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

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

Section I. Student and School Information

Grade Level(s) 6-8 _____ Number of Students to be Served: 41 LEP 290 Non-LEP

Number of Teachers 25 Other Staff (Specify) 5

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

IS 30 currently offers a free standing ESL program to best support the needs of our LEP students. As a conceptually consolidated school, we plan to use Title III funds to include an AIS program for our ELL students to assist in meeting and exceeding state standards. We will continue to purchase supplemental materials including 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. In addition to the AIS support during the school day, 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 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 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, 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 them turn keyed 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.

Section III. Title III Budget

School: IS 30 BEDS Code: 332000010030

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other AIS intervention for ELL students who are new comers and taking the ELA for the first time	\$15,000	Under conceptual consolidation funding was allocated for one of our ESL licensed teachers to include 10 additional periods provide additional support to our ELL students new to the country and taking the State ELA for the first time

TOTAL	\$15,000	
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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 the entire 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	224,105	116,720	340,825
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,241.05	1,167.20	3,408.25
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,205.25	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,410.50	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100% ____
6. 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.

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

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

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School

Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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;

Those 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

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:

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.

Parent involvement sub committee will meet monthly to review implementation of Parent Involvement policy and make recommendations for areas of improvement.

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.

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.

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.

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:

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

Improve our school web site to include weekly activities.

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.

Offer monthly parent workshops

Open effective lines to communication (i.e. phone master, updated progress reports etc.) between parents and school to focus on student goals and needs.

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.

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.

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 walkthroughs, check lists etc. and the results of finding will be available to the school community.

Results of data will be sent home to families and discussed at Parent Teacher Association meetings.

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:

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 –

The State's academic content standards

The State's student academic achievement standards

The State and local academic assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy 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.

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.

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:

Schoolwide 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, 2010 and will be in effect for the period of September 2010-June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2010.

Explanation – 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 which is available in the nine 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 to all parents 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:

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:

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

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,

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.

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.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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.

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.

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.

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.

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:

Monitoring attendance and lateness

Providing his/her child with the appropriate materials needed to be successful in school.

Take interest in his/her child's school activities.

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

To communicate with his/her child's teachers about educational needs or concerns.

Making sure that homework is completed.

Monitoring amount of television their children watch.

Volunteering in school activities.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

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.

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.

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:

Arrive to school on time and prepared everyday

I will Do my homework every day and ask for help when I need to.

Read at least 30 minutes every day outside of school time.

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.

I will follow Citywide Standards of Discipline, the NYCDOE Discipline Code.

If I am having a problem in school. I will seek help from staff members.

I will take interest in school activities.

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

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See pages 15-17 of CEP

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:
- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o 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: 19-32, focus on areas of literacy and effective instructional planning which are areas we feel 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 our underserved populations such as our former language learners. In addition, our ELA teachers are working on redesigning our ELA curriculum to better meet the needs of our students and to prepare them for the Common Core State Standards. Currently, we offer push in/pull out intervention programs in our seventh and eighth grade classes in ELA, Math and ESL as many of our students constantly decrease in performance and progress in both ELA and Math from 6-8th grade. In addition, this year we are looking to increase our 7th grade skills in ELA and Math as they scored in the at risk range as only 44% scored levels 3 and 4 in ELA and 69% at levels 3 and 4 in Math. Our focused extended day program allows for students to address the content areas they 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 choose 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 continuously 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 where we look at fluency, vocabulary, higher level decoding and reading comprehension skills. In math we test for Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability skills. 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, NY City 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 leadership 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 and utilize assessments from Scantron performance series and Achieve 3000 in order to target those students in need of more time 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: Maintain our hiring committee for effective recruitment of certified, highly qualified, experienced teachers.

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.

Professional development and effective new teacher mentoring will be offered to our newer teachers to encourage new teacher retention in our school

Appropriate percentage of Title 1 funding source will be scheduled in Galaxy for reimbursement to teachers.

Focus on overall teacher retention and address limited space issues in the building and providing teachers with the skills related to changes in cultural and learning aspects brought on by changing student demographics.

Fully utilize our grade level teams to provide additional support and opportunity for ongoing professional collaboration.

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 and the emerging Common core 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 and looking at ways to differentiate to better meet the needs of our struggling learners, ELL and SPED populations as well as our other subgroups (i.e.: Hispanic and Male students) who are at risk of meeting state standards. In addition, teachers are given individualized professional development templates and are encouraged to seek out their own PD opportunities which the school principal and leadership team support. Research based teaching strategies, such as differentiated instruction, higher order questioning strategies and the principles of learning, and introduction to CCSS will be addressed so teachers can apply effective practices to reach all learners. In addition, all core content teachers will engage in professional development through our CFN which will focus on using the inquiry process to evaluate teaching and learning practices and effective curriculum development to better prepare for the emerging state standards.

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 needs 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, ACUITY, Scantron performance series and Achieve 3000 to drive instruction. Many teachers have explored developing their own 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, and 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 thorough 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 push in/pull out intervention programs established in ELA, Math and ELL 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 and Social Studies teachers 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			224,105	✓	15-17 31-33
Title I, Part A (ARRA)	Federal	✓			116,720	✓	15-17 31-33
Title II, Part A	Federal						
Title III, Part A	Federal	✓			15,000	✓	15-17 Appendix 2 and 3
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			500,000	✓	15-17, 17-30, 34-37

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

20K030 is a Title I SWP school.

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

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

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.

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: 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

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 30 Mary White Ovington					
District:	20	DBN:	20K030	School		332000010030

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.7	95.2	95.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	116	114	109				
Grade 7	109	112	115				
Grade 8	95	120	116				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	320	346	340				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.1	95.1	94.3

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	55.9	75.3	75.3

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	1	1	6

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	8	9	9

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	90	87	94
# in Collaborative Team Teaching (CTT) Classes	11	22	28	Superintendent Suspensions	5	7	2
Number all others	12	11	11				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	32	37	TBD	Number of Teachers	22	22	26
# ELLs with IEPs	2	6	TBD	Number of Administrators and Other Professionals	7	7	5

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	1	2
--	--	--	--	---	---	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.6	86.4	73.1
				% more than 5 years teaching anywhere	63.6	63.6	73.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	77.0	80.8
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	91.9
Black or African American	2.2	4.0	3.2				
Hispanic or Latino	24.7	25.7	28.5				
Asian or Native Hawaiian/Other Pacific	20.3	19.9	18.2				
White	52.5	50.3	49.7				
Male	47.5	46.5	48.2				
Female	52.5	53.5	51.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA:
Math: v	Math:
Science: v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	70	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6-09	District 20	School Number 030	School Name Mary White Ovington
Principal Danielle Maringo		Assistant Principal Elizabeth Maley	
Coach None		Coach None	
Teacher/Subject Area Laura Kelly/ESL		Guidance Counselor Ida Tam	
Teacher/Subject Area Tracy Walker/ESL		Parent type here	
Teacher/Subject Area Elda Noguerras/Bilingual		Parent Coordinator Donna Borgia	
Related Service Provider Ellen Shiff		Other	
Network Leader Debra Van Nostrand		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	340	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	12.06%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

1. When new students come to register, the Pupil Personnel secretary, Gloria Romeo, provides the parent/guardian with the Home Language Identification Survey (HLIS) and ensures that all the components are filled. The certified ESL teacher, Laura Kelly, then reviews the HLIS with the parent/guardian and conducts the informal oral interview and the formal initial assessment in English. For Spanish-speaking parents the Bilingual teacher is utilized to translate. For all other languages, available bilingual staff is used. Within ten days, the ESL teacher administers the LAB-R, if indicated by the HLIS. The Spanish LAB is administered if and when necessary. Using the information from the revised LAB/NYSESLAT eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT scores are used to identify the proficiency levels (beginner, intermediate, advance, or proficient) of the students and this information is distributed to all teachers of ESL students to use as a tool to inform instruction.

2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, freestanding ESL), parents view, in their native language, the NYCDOE Orientation Video for parents of English Language Learner during individual parent orientation sessions held at the time of their interview by the ESL teacher. The necessary translators are available for parents to explain and clarify each program choice.

3. To ensure that the Parent Survey and Program Selection forms are returned, parents complete the forms during the individual parent orientation session. For parents who are unable to complete and submit the forms, the ESL teacher schedules another day that's convenient for the parents.

4. The parent Survey and the Program Selection forms are carefully reviewed with the parents by the ESL teacher and the translator (if needed). Parents provide the ESL teacher with all the information about the students' literacy level in their native language. The parents are informed about the Free standing ESL program offered at IS 30 and their options to other schools that offer Transitional Bilingual or Dual Language programs.

5. A review of the data over three years indicates that 98% of parents have requested ESL as their program of choice. IS 30 is a small school and each year we have less than 15 first time admissions to the program. In 2008-2009 we had 11 and in 2009-2010 we had 12. This school year 2010-2011 we have 11.

6. The program model at our school is aligned with parental requests. Parents request free standing ESL program and this is the program we offer.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →)														0

75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							3	1	2					6
Push-In							6	8	7					21
Total	0	0	0	0	0	0	9	9	9	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	6
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	0	0	11	0	5	6	0	1	41
Total	24	0	0	11	0	5	6	0	1	41

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian													0		0		0		0	0
Korean													0		0				0	0
Haitian													0		0		0		0	0
French													0		0	0	0		0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	2	3					8
Chinese							2	3	0					5
Russian							0	0	0					0
Bengali							1	0	1					2
Urdu							0	1	2					3
Arabic							4	8	8					20
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	1					1
Punjabi							0	0	0					0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish							0	0	0					0
Albanian							1	0	0					1
Other							1	0	0					1
TOTAL	0	0	0	0	0	0	12	14	15	0	0	0	0	41

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

All students participate in free-standing ESL Programs and 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 (180 minutes) of ESL and one unit of ELA. Students are assigned to a class and receive all mandated courses in heterogeneous groupings. ELL teachers push in to content area instruction and pull out for small group instruction. One of the ELL teachers provides ten extra periods of instruction to ELL students who are at risk of not meeting standards.

All ESL and ELA teachers use a balanced approach to literacy. During the literacy block teachers balance their instruction between reading, writing, listening and speaking activities. Teachers use mini lessons, independent and small group work to address the needs of the varied ELL students. Differentiated text is utilized, as well as, mini lessons specific to the needs of the learners. This year the TeenBiz 3000, an internet based program, is being used to enhance the students' ability to read non-fiction.

ELL students are provided all mandated content area instruction. ACCESS Math and Social Studies materials have been purchased and are utilized in classrooms when appropriate. Since the ESL teachers push into content areas they can work with groups of students to make content comprehensible to enrich language development. Scaffolded instruction and differentiated assignments allow students to gain content area skills and knowledge while developing English Language Skills.

ELLs who are identified as SIFE are afforded the same ESL services based on their LAB-R scores. In addition SIFE students are placed in an at risk service in the extended day instructional period and are provided with pull-out academic intervention services. They are also offered opportunities for specialized after-school programs that focus on the needs of ELL students.

Newcomers are also of placed in the extended day instructional period. ELA and math teachers take baseline assessments to determine the best instructional levels. They are able to provide students with books on tape, a differentiated text and work materials designed for ELL's. Students are invited to attend after-school activities that help prepare students for the New York State Examinations. Specifically we have offered a playwrighting work shop and specialized after-school programs by native speakers. Additionally, families are invited to various

B. Programming and Scheduling Information--Continued

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

ELL students receive targeted intervention in content areas as needed. One ESL teacher is assigned to Academic Intervention for ten periods. During these periods she pushes into content area classes in the seventh and eighth grade and works with the teacher and students to provide differentiated instruction and support to the students. Both ESL teachers service ELL students during the extended day instructional period. The ESL teachers also utilize their preparation periods to assist students with assignments in content areas. All ELL and FEL students are encouraged to participate in our after-school programs. From our Road Runners program, a special math program to a playwriting program students have many opportunities to develop language skills and gain experiential knowledge key to vocabulary development. Student's reaching proficient on the NYSESLAT receive continued support during the extended day instructional program and after-school activities. The guidance counselor and parent coordinator work with families to provide translation of documents to families and assist with students making high school entrance decisions.

This year we are encouraging teachers to arrange trips outside the school that include ELL students. Visits to the Brooklyn Museum's Egyptian collection Sailor's Snug Harbor, an arts program at Material for the Arts, presentations at the Brooklyn Library are among the activities planned.

At this time we are only seeking to add to our programs and services to our ELL students.

There are wireless laptop carts on each floor of the school. All teachers integrate technology into their curriculum. Smartboards are also available on each floor. ELL and FEL students are able to utilize these during their regularly scheduled instruction. Additionally there are computers available in the library during each lunch period. Students are invited during each lunch period to visit the library to study, borrow books or use the computers. Books on tape are available to students and are utilized for a variety of assignments. Differentiated materials were purchased for Social Studies, Math and English Language Arts. Novels that correspond to the ELA curriculum were purchased in other languages when available. Classroom libraries include bilingual titles and novels in students' native languages. Students are provided with word to word glossaries for Social Studies, Math and Science.

ELL students are programmed according to state requirements based on their age. They receive all age and grade appropriate mandated instruction. This includes the two year cycle of foreign language. Due to the small size of IS 30 we are only able to offer Spanish as a foreign language option.

ELL students and their families are encouraged to attend our open house in the spring. During the open house curriculum is discussed, families tour the school building and support staff are available to share information about services for students with special

needs. There is an additional "Curriculum Night " in September where families may meet with teachers and learn about the instructional goals for the current school year. IS 30's parent coordinator is always available to assist parents and provide tours upon request.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Content area teachers are certified in their subject area and have received the mandated ESL training. Content area teachers incorporate ESL strategies and methodologies in their daily lessons. Ongoing staff development is provided to all teachers of English Language Learners in order to assist ELL's in making gains in English Language acquisition. Staff development is provided by the principal, assistant principal ESL teacher and outside providers including offerings from the Department of OELL.

During the 2010-2011 school year teachers have been arranged into focus groups so that they may pursue inquiry work during the extended day the ESL teachers work with other instructional specialists to look at student work and determine what types of assignments and methods work best with the ELL population.

Content area teachers are also encouraged to attend the QTEL series of professional development. These sessions focus on strategies that raise academic performance of ELL's

All teachers are provided the opportunity to meet as teams during the extended day and share best practice and examine student work.

E. Parental Involvement

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

IS 30 maintains an open door policy, parents are always welcome and are generally seen within a half hour even when they do not have an appointment. We utilize the automated phone service, School Messenger, to send out information about school events and important dates. There is a monthly Parent Teacher Association meeting that all families are encouraged to attend. A newsletter goes home to all families and important notices are translated into appropriate languages. Translation services are available at all Parent-Teacher Conferences. In addition we use the Translation units phone services for impromptu conversations.

There are Saturday family programs where parents and their children come together at school to participate in art projects, organizational skills programs and information sessions about how to help your child achieve on the New York State standardized examinations. Parents are surveyed formally and informally to ascertain their feelings about our school and their specific needs. We seek input into decisions about trips and school activities and the learning environment of our school. The Parent Coordinator takes an active role in this process frequently contacting parents personally to inform them of activities or school-wide concerns. A particularly successful event is our Pot Luck Supper. Families come together and share the ethnic dishes of their countries. Families have the opportunity to play games together, watch a movie and win prizes. It is a warm evening that is always well attended and fosters positive relationships between the school and our families.

We frequently create school events to meet the needs of parents, for example, we host a information night about the high school selection process, as well as, events that describe the state exams

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	2	0	0	9
7	4	5	0	0	9
8	7	5	1	0	13
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5	0	4	0	2	1	0	1	13
7	1	1	5	1	4	0	1	0	13
8	5	0	5	0	5	1	2	0	18
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	9		4		1	1			15
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	14				1				15
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Int Algebr</u>		1		1
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Since the results of the NYSESLAT aren't released until the early fall they are used as one of the first assessments to determine student strengths and weaknesses. Students enrolled in the 2009-2010 school year achieved the following on the Spring 2010 NYSESLAT: 13 sixth grade students were tested, on the listening and speaking portion of the exam 23% achieved at the beginning level, 8% at the intermediate level, 8% at the advanced level and 61% at the proficient level. On the reading and writing portion of the test, 15% achieved at the beginning level, 38% at the intermediate level, 23% at the advanced level and 23% at the proficient level.

On the 7th and 8th grade level 32 students were tested. On the listening and speaking portion 6% achieved at the beginning level, 9% at the intermediate level, 22% at the advanced level and 62% at the proficient level. On the reading and writing portion of the exam 15%

the weakest skills were seen on the reading and writing section with about 40% of students only performing at the intermediate level. Teachers' will use this information to tailor their instruction to include more rigorous reading and writing activities. Additionally instruction will be scaffolded to allow students to move up along a hierarchy of writing tasks. As previously mentioned the English language arts teachers are using the web based reading program Achieve 3000 and Teen Biz. These programs are non-fiction based and allow students to read material at their reading level but then push them to move onto a higher level of proficiency.

In addition to NYSESLAT results the ELA teachers have issued the Scantron Performance series as a baseline assessment to all students. This assessment provides a grade level for each child. Therefore teachers will be able to make informed decisions about the level of material students will be able to work with. Students will be tested again later in the school year using this method and decisions will be made about instructional practice. During push- in programs students are grouped by weaknesses so the ESL teacher can modify tasks and give specific assistance to the students.

It is clear that ELL student performance has decreased on both the New York State ELA and Math examination. Two students who received the math examination in their native language scored well. One sixth grade student attained a level four in math and an eighth grade student received a level three, she also took the Regent exam in math and received a score of 85. Although students do receive tests in their native language when it is possible it does not appear to make a significant difference for the majority of students. It is recognized many students are not literate in their native language therefore; the translated tests, glossaries and bilingual materials are not sufficient assistance.

The school administration and classroom teachers use the ELL periodic assessments to provide insight into anticipated performance on the NYSESLAT. Looking at specific questions on the test assists teachers in knowing the specific types of questions students are struggling with. The success of our ELL program is evaluated by performance on all standardized tests, students' performance in the classroom, and their overall ability to communicate and assimilate into the community at large.

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Additional Information

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

Administration realizes that all content area teachers require more assistance in teaching ELLs and will be receiving Professional Development via the Expediting Comprehension for English Language Learners (ExC-ELL) program which began January 24 with the ELA and ESL teachers. The ESL teachers push-in to the science and social studies classrooms so they can be an instructional support for these teachers. The future plan(as funds allow) is for all teachers to be trained in the Reading, Writing, and vocabulary strategies to enhance instruction.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		