



**THE LEON M. GOLDSTEIN
HIGH SCHOOL FOR THE SCIENCES**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 22K535
ADDRESS: 1830 SHORE BOULEVARD, BROOKLYN, NY 11235
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 22K535 **SCHOOL NAME:** Leon M. Goldstein High School

SCHOOL ADDRESS: 1830 Shore Blvd

SCHOOL TELEPHONE: 718-368-8500 **FAX:** 718-368-8555

SCHOOL CONTACT PERSON: Joseph Zaza **EMAIL ADDRESS:** jzaza@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carmela Rogers

PRINCIPAL: Joseph Zaza

UFT CHAPTER LEADER: Kit Wainer

PARENTS' ASSOCIATION PRESIDENT: Carmela Rogers

STUDENT REPRESENTATIVE: Jessica Shevchenko
(Required for high schools)

DISTRICT AND SCHOOL NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK :** CFN 405

NETWORK LEADER: Karen DiTolla

SUPERINTENDENT: Aimee Horowitz

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 |
|--------------------|--|-----------|
| JOSEPH ZAZA | *Principal or Designee | |
| KIT WAINER | *UFT Chapter Chairperson or Designee | |
| CARMELA ROGERS | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| ED MALDONADO | DC 37 Representative, if applicable | |
| WENDI FERRARO | Member/PA | |
| MICHAEL SCHIRTZER | Member/UFT | |
| STEVEN SCLAVOS | Member/UFT | |
| MANDI BLITNER | Member/PA | |
| PRISCILLA WONG | Member/PA | |
| LEE ANN CARMODY | Member/PA | |
| ROMAN SHELKOV | Member/Student | |
| ELIZABETH RIMSKY | Member/ Student | |
| JESSICA SHEVCHENKO | Member/ Student | |

(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.

School Vision and Mission

To provide academic excellence that will enable all students to graduate as caring, productive citizens.

Our mission is to enable students to reach their highest potential while having a love and appreciation of the sciences as well as to pursue learning, to apply learning to life, and to contribute positively to their communities.

The school is a City University of New York (CUNY) affiliated high school located on the campus of Kingsborough Community College (KCC). The instructional program at the school is unique in that youngsters attend subject classes four days a week in fifty-two minute bands in a revolving modular schedule. The schedule affords extra time for instruction and professional development. Students are required to complete four years of mathematics and science and all seniors are required to take a college credit-bearing course in College Now, or Bridge Program, or Advanced Placement courses. Academic Intervention Services are offered to students not meeting standard and English as a Second Language classes are organized for students who are not proficient in the English language.

As a CUNY affiliate at KCC, a number of collaborative programs provide opportunities for youngsters to expand their learning, artistic expression, and scientific research. These programs include, the annual Art Show at KCC Gallery, guest lecturers in the arts and sciences, theater productions and concerts. The Affiliated High School (teachers from the High School and professors from the College) team meets regularly to develop curricula, plan lessons and activities, and enrich instruction. The affiliation also assists students obtain college credits through College Now or the Bridge to College Program. Students can earn up to 17 credits over the course of their high school career.

Academic programs of the school have fostered community participation in a number of school projects. *The Roundabout Theatre Company* has established a program where students study plays or musicals with playwrights and performers and attend the production after studying the play in class. Student artists exhibit their work in art shows and have been gold and silver place winners in numerous contests around New York City.

The school requires forty-hours per year of community service and students have formed diverse altruistic clubs such as AIDS Awareness, Key Club, Community Service Club, and People to People. In addition to student created clubs, the school also has sports teams sponsored by the Public School Athletic League (PSAL).

Over its eighteen years, the school has established a reputation for excellence. In 2009, *Newsweek* ranked it 848 in its "Top 1500 High Schools" in the nation and in 2010, *U.S. News* ranked it 398 in its survey. *New York Magazine* featured the school as one of the best high schools in New York City and in June 2007 the State Education Department of New York named it as a "high achieving, gap closing school." The school moved from an 86.3% graduation rate in 2009 to an outstanding 96.1 in 2010.

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: | | | | |
| District: | | DBN #: | | 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 type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input 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 | | | | | | | | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | | | | | |
| Grade 4 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 5 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 6 | | | | | | | | | |
| Grade 7 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 8 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 9 | | | | | | | | | |
| Grade 10 | | | | Recent Immigrants: Total Number | | | | | |
| Grade 11 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| Total | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | | | | | | |
| 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 | | | | Principal Suspensions | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | | | | Superintendent Suspensions | | | | | |
| Number all others | | | | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|--|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number | | | | |
| (As of October 31) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | | | | |
| # in Trans. Bilingual Classes | | | | Early College HS Participants | | | | |
| # in Dual Lang. Programs | | | | | | | | |
| # receiving ESL services only | | | | Number of Staff: Includes all full-time staff | | | | |
| # ELLs with IEPs | | | | (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 | | | | |
| | | | | Number of Administrators and Other Professionals | | | | |
| Overage Students: # entering students overage for grade | | | | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | | | | |
| | | | | | | | | |
| | | | | 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 | | | | |
| American Indian or Alaska Native | | | | Percent more than two years teaching in this school | | | | |
| Black or African American | | | | Percent more than five years teaching anywhere | | | | |
| Hispanic or Latino | | | | Percent Masters Degree or higher | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | | | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | | |
| White | | | | | | | | |
| Multi-racial | | | | | | | | |
| Male | | | | | | | | |
| Female | | | | | | | | |

| 2009-10 TITLE I STATUS | | | | |
|---|----------------------------------|--|----------------------------------|--------------------------------------|
| <input 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 type="checkbox"/> 2007-08 | <input type="checkbox"/> 2008-09 | <input type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|--|---|
| SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/> | If yes, area(s) of SURR 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): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</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 Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | | | | | | | |
| Student groups making AYP in each subject | | | | | | | |

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 | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
-

Summary

A Strategic Planning Team was created in June of 2008 to set the goals for the schools for the next five years using data from the Progress Report (PR), Quality Review, College Office, and our own internal data system company, *The LMG Data Group*. The Planning Team and the SLT work to implement goals based upon analysis of this data as well through learning walks, student interviews, and results of the Department of Education "Learning Survey."

The PR of 2007-2008 and 2008-2009 identified two key areas of concern: the graduation rate was lower than the school expected at 85.9% and 86.3% and not as many students worked to mastery of Regents' Examinations. Over the past two years, the schools successfully met and exceeded its targets (despite what New York City's internal grade may indicate). At the end of 2009-2010, the graduation rate moved to 96.1%, in seven areas (US History, Global History, ELA, Spanish, Italian, Living Environment, and Algebra I) passing rates (65% or greater) exceed 97% on state Regents examinations, and there was an increase in mastery (85% or higher) on each examination.

The 2007-08 QR indicated that the school should enhance its use of its data tracking system in order to improve goal setting and instruction. While the PR data demonstrates the school has met and exceeded this expectation, it does not tell the entire story. During the school year 2009-2010, the *LMG Data Group* was authorized by the NYDOE as an "internal service provider" and for over two years now, assists K-12 New York City schools with its data needs and provides systems for those schools to address student achievement.

Areas to Strengthen

New curricula development and all revised curricula need to reflect a coherent learning progression for each student identifying the small steps on the way for students of all learning styles and achievement levels aligned to the new common core standards.

Teachers need to continue to develop a deeper understanding of differentiated instruction to meet the diverse needs of all students.

Teachers need to develop a greater understanding of data analysis and apply this knowledge to instruction to achieve greater learning attainment and more consistent results.

Teachers need to expand their repertoire of teaching strategies (use of DI, technology, data) by engaging in more collaborative planning.

While SAT scores have risen over the last two years, there needs to be closer alignment of SAT scores to student GPA's. Teachers need to infuse SAT skills into their courses of study so that the students are better prepared for these assessments.

Deeper student participation in community service and involvement in extra and co-curricular activities is needed to help students become active, caring global citizens. Towards that end, students will be required to demonstrate 40 hours of service per year.

Support teachers in making optimum use of the Smart Board's potential as a powerful instructional tool.

Enhance our collaborative relationship with Kingsborough Community College and create new relationships with CUNY and other Community Based Organizations.

More students will gain mastery (85% or better) on their Regents exams.

The six-year graduation rate 88% should increase to 90%.

More students should receive advanced Regents Diplomas (the number moved from 83 to 235 between 2009 and 2010).

Increase parent involvement and parent-school communication.

Performance Trends

The expansion of planning teams, the improvement of periodic assessment, improved integration of technology, greater participation in needs based professional development have resulted in the formulation of clearer vision statements and more importantly greater implementations of the vision of fostering "academic excellence in a caring community." As a result,

- graduation rate has risen over the last two years by 10% from 86% to 96.1%
- the attendance rate has risen by 1% from 95.2 to 96.1%
- more students are gaining acceptance to four year schools
- the suspension rate has dropped by 90%
- More students are making mastery on Regents exams in ELA and Social Studies from 50% to 61% in ELA and from 80% to 82% in Social Studies.
- More students are receiving Advanced Diplomas as 135 received and Advanced Diploma in 2010 up from 83 in 2009 and 49 received Advanced with Honors against 17 the year prior

Significant Achievements

- Outside partnerships with Roundabout Theatre, Scholastic Arts, Project Arts, BAM, KCC, CUNY
- Summer Institute: LMGHS in conjunction with CUNY and Kingsborough Community College.

- Summer Institutes outside of LMGHS: Rockefeller Institute, Oxford University (England) Summer Program for New Immigrants.
- Active foreign exchange program with Germany, Italy, Spain.
- Winners from the LMGHS Science Fair compete in the NYC Engineering and Science Fair.
- Increased offering of AP Courses and electives.
- LMGHS is recognized as one of the top high schools in the city as rated by InsideSchools.com, *Newsweek*, and the New York Post.
- LMGHS is an annualized school. This has significantly improved student/teacher relationships, reduced student anonymity through the Band Schedule that allows for Club Hour for students.
- Increased acceptance into 4 year schools and increased scholarship offerings.
- Increase in Advanced Regents Diplomas and Advanced Regents Diploma with Honors.
- Increase in Arista/Archon installations.
- 4 years science and math required which exceeds the city and state requirements.
- Two Science Olympiad teams competed in the City Contest. Achievement increased from the 21st spot to the 14th position. Students placed one and two in two of the competitions.
- LMGHS has an attendance rate of 95% and higher.
- Although a small school, we are able to offer eight PSAL sports. The Girls Basketball Team won the City Championship in 2009, Girl's Volleyball and Girl's Tennis made it to their Finals.
- LMGHS engages students in academic competitions such as the Challenge Game, Chemistry Bowl, and the Science Olympiad..
- A small media center in the high school and full access to a college library through our affiliation as well as access to the CUNY data base was established.
- An active Parents Association, which sponsors tutoring, provides fundraisers to purchase buses and uniforms.
- An effective and responsible actively involved parent coordinator.
- State of the art technology – SmartBoards installed/used in all classes / widescreen TV in cafeteria.
- While the nationwide SAT score is 1501, our students' average score is 1680.
- Recognized by the NYSED as a High Achieving Gap Closing School (2007).
- Although a science school, LMG offers a wide array of courses in Humanities and has a robust performing arts program (two concerts, 2 musicals per year, numerous dramatic presentations).
- Scholastic winners in Art and Poetry.
- Principal chosen as a Cahn Fellow, a program designed to honor outstanding principals (2005).
- Principal recognized as Administrator of the Year by Education Week, June 2007 and Principal of the Year by the Progressive Democratic Club (2009).

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.

| Goal | Description |
|------------------------------------|--|
| 1. Advanced Regents Diploma | To increase the number of students in the middle to upper third cohort receiving Advanced Regents Diplomas by 2% (140 students) by June 2011. In 2009-2010, 56% of students (135 of 240) received this diploma type. |
| 2. Teacher Teams | To increase the number of teacher teams that examine student data and create and share strategies for enhancing differentiation of instruction from three teams to six teams so that mastery on the ELA (156 of 158 scored 85 and over) and Algebra Regents (22 students of 92 scored over 85) increases by 2% (10 more students in ELA and Algebra) by June 2011. |
| 3. Regents Results | By June, 2011, the passing percentage of students taking the Algebra 2 Regents examination will increase by 2% (175 students). In 2009-2010, 65% of students (169 of 259) passed. |
| 4. Parent Involvement | For the 2010-2011 school year, parental involvement in school activities and PA meetings, will increase by 3%. In 2009-2010, average attendance at PA functions was 67. Therefore, we aim to increase this to 75 parents. |
| 5. Community Service | By June 2011, at least 20% of the school will have performed 40 hours of community service (200 students). In 2009-2010 150 students documented at least 40 hours of community service. This will be an increase of 5% |

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): 1. Advanced Regents

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To increase the number of students in the middle to upper third cohort receiving Advanced Regents Diplomas by 2% (140 students) by June 2011. In 2009-2010, 56% of students (135 of 240) received this diploma type.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • Guidance counselors will work with a group of students who demonstrated ability to meet the requirements to receive an advanced diploma and develop and monitor individual plans for each of these students that increases the possibility of these students receiving this type of diploma. • After an item analysis of each Regent has been completed, a plan will be developed to inform teachers of possible future alterations in course content and methods. This plan will include the topics, themes and concepts covered on the Regents and the questions which students scored best and worst on would be recorded. This analysis may lead to possible changes in topics, time spent on these topics and instructional approaches in Regents classes. The plan will include recommendations based on analysis of Regents examinations. • The Lexmark Assessment system will permit teachers to complete an ongoing assessment of student performance through an item analysis of teacher examinations. If these examinations include Regents type questions, they can be used to inform instruction and determine student preparedness for the Regents examinations. • All teacher midterms and finals will be reviewed to determine that they cover state curriculum (Regents content) and Regents type questions. In addition, post-observation conferences will deal with student preparedness to pass and achieve mastery on Regents examinations. • PM School, the Saturday Academy, and the 37½ minutes of tutoring, will be continued and expanded. Guidance Counselors will work with parents to encourage these students to attend these programs. • Each department will form Inquiry Teams that will develop ideas to improve Regents |

| | |
|---|---|
| | <p>grades. Presentations by the committees will be made at department meetings (a number of department meetings will deal with Regents preparation), and aligning current state standards.</p> <ul style="list-style-type: none"> • Experienced teachers who have high student achievement on Regents examinations, will mentor new teachers on Regents preparation. • The student mentoring program, which could occur during lunch periods and club hours, could be expanded so that high performing juniors and seniors could tutor freshmen and sophomores for Regents examinations. • Utilize data collection tools such as ARIS, Acuity, and File-maker to track student progress. • Continue to require all students to take four years of Math and Science and three years of a Foreign Language. <p><u>Responsible Staff Members:</u> Principal / Assistant Principals of subject areas / Regents Committees</p> <p><u>Timeline:</u> Beginning in September 2010 and ending in July 2011 During school, after school, department meetings and Saturday program</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Tax Levy: 44 teachers at \$ 80,557 Leadership: \$466,462</p> <p>CF4 AIS: \$55,750</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic Review: Weekly by tracking the number of students attending tutorial sessions. Ten-week Intervals by analyzing Marking Period Grade Data Quarterly analysis of periodic assessments and Uniform Mid-term/Final examinations</p> <p>Instruments of Measure: Periodic Assessments Scholarship Reports Midterm/Uniform Final</p> <p>Projected Gains:</p> <ul style="list-style-type: none"> • Rise in number of students passing January and June Regents. • Rise in the number of students taking and passing 6 or more Regents Examinations |

2. Teacher Teams

Subject/Area (where relevant): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To increase the number of teacher teams that examine student data and create and share strategies for enhancing differentiation of instruction from three teams to six teams so that mastery on the ELA (156 of 158 scored 85 and over) and Algebra Regents (22 students of 92 scored over 85) increases by 2% (10 more students in ELA and Algebra) by June 2011.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> ▪ Create subject area teacher teams in all areas to examine data, align instruction to the common core standards and state standards, enhance differentiation, and implement interdisciplinary projects and lessons along a common theme. ▪ An item analysis of the previous two ELA Regents will be completed and a plan will be developed to insure there is alignment with ELA State curriculum and Regents. ▪ At the beginning of the school year, teachers in all English classes will teach uniform lessons on the ELA Regents examination to familiarize students with the form of the test and the skills required. ▪ Teachers will use the summer reading books to introduce and reinforce Parts IB and IIB of the ELA Regents: the cross-genre essay and the critical lens essay. ▪ Students will be provided with review books for the ELA Regents as well as supplemental material so that they will be well prepared for the test. ▪ Teachers will sharpen the listening skills of the classes by regularly practicing having students respond to spoken readings. ▪ Teachers will administer diagnostic tests to determine the needs of each of the students in their classes as regards the ELA Regents examination. ▪ Teachers will be trained in the NCEE model of literacy instruction to hone the reading and writing skills of students in their classes. ▪ Tutoring sessions will be held both during club hours, professional periods, after-school programs, and at the Saturday Academy, a week before the ELA test. Parents will be notified of the tutoring available. Students identified as “at risk” of failing the test will be contacted personally and notified of the tutoring. ▪ Utilize data collection tools such as ARIS, Acuity, and File-maker to track student progress. ▪ Complete an item analysis of the previous administration of each Math Regents. ▪ Provide Professional Development to teachers to utilize problem solving techniques. ▪ Promote tutoring for students in all Math classes during and after school. ▪ Provide professional development for Math teachers to use the computer labs for mathematics software instruction and to develop higher skills in using the school Smart Boards. ▪ Obtain funding to provide staff development for math teachers at national conferences. |

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| | <ul style="list-style-type: none"> ▪ Tutoring sessions will be held during club hours, professional periods, after school programs, Saturday Academy, and a week before Math Regents'. ▪ Utilize data collection tools such as ARIS, Acuity, and File-maker to track student progress. <p><u>Responsible Staff Members:</u> Principal, All English, ELL, Special Education teachers; AP Humanities, AP Special Education, ESL Coordinator/ CFI and PPS Teams</p> <p><u>Timeline:</u> September, 2010 – January, 2011 – in class, after school, during club hours.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Tax Levy: 44 teachers at \$ 80,557 Leadership: \$466,462 Guidance: \$189,239 CF4 AIS: \$ 55,750</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic Review: Weekly by tracking the number of students attending tutorial sessions. Ten-week Intervals by analyzing Marking Period Grade Data Quarterly analysis of periodic assessments and Uniform Mid-term/Final examinations</p> <p>Instruments of Measure: Periodic Assessments Scholarship Reports Midterm/Uniform Final</p> <p>Projected Gains: Increased passing percentages in courses as evidenced by report card grades each semester Increased in the number of students achieving 85 and above on the Regents</p> |

3A. SCIENCE AND MATH REGENTS

Subject/Area (where relevant):

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To improve student performance in Science and Math for all students.</p> <ul style="list-style-type: none"> • By June, 2011, the number of students passing Regents exams in the Science classes of Chemistry, Physics and Living Environment and in Algebra 2 will increase by 1% and students passing the Regents with 85% or better will increase by 1%. |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> ▪ Item Analysis of last two Chemistry, Physics, Earth Science and Living Environment Regents and development of a plan to ensure these subjects are aligned with State curriculum and Regents examinations. ▪ Professional development for teachers. ▪ Train teachers to make use of science equipment, Smart Board technology, and use of the website. ▪ Increased collaboration with the College and its facilities. ▪ Tutoring sessions will be held both during club hours, professional periods, and after-school programs. Parents will be notified of the tutoring available. Students identified as “at risk” of failing the test will be contacted personally and notified of the tutoring. ▪ Create extracurricular science opportunities that would sustain and increase student interest in science Regents classes. ▪ Utilize data collection tools such as ARIS, Acuity, and File-maker to track student progress. ▪ Bi-Monthly meetings of responsible staff members addressing the two targeted groups to assess and strategize. ▪ Complete an item analysis of the previous administration of each Math Regents. ▪ Provide Professional Development to teachers to utilize problem solving techniques. ▪ Promote tutoring for students in all Math classes during and after school. ▪ Provide professional development for Math teachers to use the computer labs for mathematics software instruction and to develop higher skills in using the school Smart Boards. ▪ Obtain funding to provide staff development for math teachers at national conferences. ▪ Tutoring sessions will be held during club hours, professional periods, after school programs, Saturday Academy, and a week before Math Regents’. ▪ Utilize data collection tools such as ARIS, Acuity, and File-maker to track student progress. |

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| | <p><u>Responsible Staff Members:</u> AP Math, Science / Math and Science Teachers</p> <p><u>Timeline:</u> September, 2010– June, 2011 / During the 37½ minute block / During regularly scheduled classes / During lab classes / During extra-curricular activities / During after school and Saturday Academy</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Tax Levy: 14 teachers at \$ 80,557 Leadership: \$366,000 (APO, AP Science, Principal) Guidance: \$189,239 CF4 AIS: \$ 55,750</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic Review: Weekly by tracking the number of students attending tutorial sessions. Ten-week Intervals by analyzing Marking Period Grade Data Quarterly analysis of periodic assessments and Uniform Mid-term/Final examinations</p> <p>Instruments of Measure: Periodic Assessments Scholarship Reports Midterm/Uniform Final Midterm assessment after 2nd and 5th marking periods</p> <p>Projected Gains:</p> <ul style="list-style-type: none"> • Rise in number of students passing January and June Regents by 2%. • Rise in the number of students taking and passing 6 or more Regents Examinations by 2%. • Number of students passing on second third report card will increase by 2%. • Increased passing percentages in courses as evidenced by report card grades each semester by 2%. |

Subject/Area (where relevant):

3B. SOCIAL STUDIES REGENTS

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To improve student performance in Social Studies for all students.</p> <ul style="list-style-type: none">• To enable students to meet and exceed NYS Standards on Regents to increase passing percentage on U.S. by 1% and Global Regents by 1% and students passing with Regents with and 85% or better will increase by 1% on each exam. |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none">▪ An Item Analysis of the last three Global Regents will be completed and a plan to ensure that all courses are aligned with NYS curriculum and Regents.▪ Professional development on item analysis evaluation of thematic and data based essays at department meetings.▪ Students will visit museums to support in-class lessons.▪ Use of item analysis evaluation of in-class assessments and Regents exams.▪ Students will be trained in answering DBQ questions.▪ Students will be trained on writing effective data based and thematic essays.▪ Students will interpret and evaluate visual and textual documents and incorporate evidence in writing through the use of accountable participation.▪ Creation of projects that are aligned with the school wide and Social Studies writings standards.▪ Students will utilize the library and the Internet for research.▪ Students will write the minimum of two essays outside of in-class examinations a term.▪ Tutoring sessions will be held during Club Hour, professional periods, after-school programs, and the Saturday Academy.▪ Utilize data collection tools such as ARIS, Acuity, and File-maker to track student progress. <p><u>Responsible Staff Members:</u> Principal / Assistant Principal / Social Studies Teachers.</p> <p><u>Timeline:</u> Start date: September, 2010 Frequency: Professional development will be provided at monthly department meetings and individual meetings of support with Assistant Principal; Teachers will assign and assess at least two essays outside of in-class examination during a term. Duration: September, 2010 – June, 2011.</p> |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Tax Levy: 7 teachers at \$ 80,557 Leadership: \$366,000 (APO, AP Humanities, Principal) Guidance: \$189,239 CF4 AIS: \$ 55,750</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic Review: Weekly by tracking the number of students attending tutorial sessions. Ten-week Intervals by analyzing Marking Period Grade Data Quarterly analysis of periodic assessments and Uniform Mid-term/Final examinations Instruments of Measure: Periodic Assessments Scholarship Reports Midterm/Uniform Final Projected Gains:</p> <ul style="list-style-type: none"> • Rise in number of students passing January and June Regents by 1%. • Rise in the number of students taking and passing 6 or more Regents Examinations by 2%. • Increased passing rate on teacher-generated assessments by 2%. ▪ Increased student accountable participation in daily lessons. ▪ Growth of writing skills especially the use of thesis, conclusion and incorporation of documentary support for thesis, as demonstrated in classroom examinations. • Increased passing percentages in courses as evidenced by report card grades each semester by 2%. |

Subject/Area (where relevant): 4. Parental Involvement

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>For the 2010-2011 school year, parental involvement in school activities and PA meetings, will increase by 3%. In 2009-2010, average attendance at PA functions was 67. Therefore, we aim to increase this to 75 parents.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • P.A. will develop more community relationships • Working with our Principal for a Day Partner, Christine Marchiselli. students will sign up through the J.P. Morgan Chase website as well as our own website to find suitable matches of places to serve • PA will develop incentives (give-aways at store, Disney/6 Flags/Mobile) to encourage participation and to reward students • Community Service presentation to freshmen from upper classmen. • Community Service lesson plan for all English classes to kick year. <ul style="list-style-type: none"> ▪ Staff will be trained in FileMaker ▪ Provide increased opportunities for students to serve the community with parents, i.e., Penny Harvest, Project Hope Food Distribution, and Breast Cancer Walks. ▪ Invite parents with special expertise, e.g., engineer, MD, etc., to make classroom presentations. ▪ Provide professional development to parents on a variety of topics. <p><u>Responsible Staff Members:</u> Parent Coordinator / Principal/ SLT/ PA President/ PA Executive Board/ PFAD</p> <p><u>Timeline:</u> During instruction, after school and on weekends.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Tax Levy: 5 staff for SLT at \$ 300 each Parent Coordinator: \$40,000</p> |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic Review: Monthly by tracking the number of hours performed through File Maker</p> <p>Instruments of Measure: Attendance at meetings and committee meetings Student logs Conferencing with guidance counselors and College Advisor</p> |
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5. Community Service

Subject/Area (where relevant): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, at least 20% of the school will have performed 40 hours of community service (200 students). In 2009-2010 150 students documented at least 40 hours of community service. This will be an increase of 5%</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> ▪ Invite all constituencies to open meetings, art fairs and concerts, PA and School performances. ▪ Disseminate information to Leon M. Goldstein High School community through newsletters, Phone Messenger, the PA Hotline, and minutes of meetings. ▪ Seek funding to continue parental support for linkages and partnerships with science, medical and performing arts organizations. ▪ Provide increased opportunities for students to serve the community with parents, i.e., Penny Harvest, Project Hope Food Distribution, and Breast Cancer Walks. ▪ Invite parents with special expertise, e.g., engineer, MD, etc., to make classroom presentations. ▪ Provide professional development to parents on a variety of topics. ▪ Involve parents in our Annual Career Day ▪ Create a parent news letter circulated via the school website, home mailings and at PA meetings. ▪ Provide hands-on workshops on a variety of topics. <p><u>Responsible Staff Members:</u> Parent Coordinator / Principal/ SLT/ PA President/ PA Executive Board</p> <p><u>Timeline:</u> During instruction, after school and on weekends.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Tax Levy: 5 staff for SLT at \$ 300 each Parent Coordinator: \$40,000</p> |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic Review: Monthly by tracking the number of parents attending PA meetings.</p> <p>Instruments of Measure: Attendance at meetings and committee meetings Phone messenger logs Email logs</p> <p>Projected Gains:</p> <ul style="list-style-type: none"> ▪ Increase in communication to parents. ▪ Increase of respondents to the Satisfaction Survey |
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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 | N/A | N/A | N/A | N/A | N/A | N/A |
| 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 9 | 30 | 30 | 30 | 30 | 7 | 0 | 3 | 2 |
| 10 | 30 | 30 | 30 | 30 | 6 | 0 | 3 | 5 |
| 11 | 30 | 30 | 30 | 30 | 8 | 0 | 2 | 2 |
| 12 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 1 |

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

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| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p>PM School, 37 minutes, peer and teacher led tutorial after school, Inquiry Team. Each grade level team meet with each other during the school day to discuss student progress. Each team member must meet with student for 45 minutes during the school day at least once per month.</p> |
| <p>Mathematics:</p> | <p>PM School, 37 minutes, peer and teacher led tutorial after school, Inquiry Team. Each grade level team meet with each other during the school day to discuss student progress. Each team member must meet with student for 45 minutes during the school day at least once per month.</p> |
| <p>Science:</p> | <p>PM School, 37 minutes, peer and teacher led tutorial after school, Inquiry Team. Each grade level team meet with each other during the school day to discuss student progress. Each team member must meet with student for 45 minutes during the school day at least once per month.</p> |
| <p>Social Studies:</p> | <p>PM School, 37 minutes, peer and teacher led tutorial after school, Inquiry Team. Each grade level team meet with each other during the school day to discuss student progress. Each team member must meet with student for 45 minutes during the school day at least once per month.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>Mandated Counseling: Counselors meet with students during the regular hours of each day for 45 minutes.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p>Psychologist meets with students during the regular hours of each day for 90 minutes each week. Total 90 minutes each week.</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p>ASD Nest program counseling. Social Worker meets with students during the regular hours of each day for 45 minutes. There will also be a peer tutoring program implemented by June 2011.</p> |
| <p>At-risk Health-related Services:</p> | <p>ASD Nest program counseling. Social Worker meets with students during the regular hours of each day for 45 minutes. There will also be a peer tutoring program implemented by June 2011.</p> |

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.

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.

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served: 2 _____ LEP _____ Non-LEP**

Number of Teachers _____ 2 _____ **Other Staff (Specify) Assistant Principal, librarian, guidance counselor, Parent Coordinator**

School Building Instructional Program/Professional Development Overview

Language Allocation Policy for Leon M. Goldstein HS

Date: Oct. 22, 2010

Type of Program: ESL

The Language Allocation Policy for Leon M. Goldstein High School was written to promote dialogue between administrators, staff, parents and LEP students about the provisions and services available for the LEP population. This policy was written with the hope to establish a cohesive framework which enhances transparency, communication, flexibility, and compassion when dealing with our ESL students.

School ELL Profile and ELL Demographics

At present, Leon M. Goldstein High School has two licensed ESL teachers on staff. According to the ROCR for the 2010-2011 academic year, Leon M. Goldstein has 1041 students: 244 freshmen, 259 sophomores, 282 juniors, and 256 seniors. Two English language learners make up less than 1% of the student body. There are two sophomore English language learners one on an advanced level and the other on an intermediate level. Two different languages, Russian and Spanish, are spoken by our ESL students. Therefore, since our ELL population is small and none of our ELLs speak the same native language, we neither offer transitional bilingual education classes nor dual language programs. However, if our demographics change and these programs and/or Native Language Arts programs are warranted, we will establish them. For the 2010- 2011 academic year, we offer an ESL program.

Identification Process and Parent Involvement

Our English language learner identification process follows the guidelines specified in the *New York State – LEP Identification Process Memorandum #2, attachment #2*. Our identification team includes an ESL teacher, a foreign language teacher and a paraprofessional to assist with translation needs, a guidance counselor, a parent coordinator and a secretary. The HLSs are distributed by the team. When parents or students need translation services a translator is sought out and a HLS in the native language is issued. All HLSs are reviewed by the ESL teacher who interviews any potential ELL student and his/ her parent. If translation services are needed, a translator is provided for the student or parent. Once a potential ELL is identified, the LAB- R is administered and scored. If the student is not an English language learner, he/ she enters the general education population; however, if the student speaks a language other than English or speaks little or no English, the LAB-R is administered and scored by the ESL teacher and the student is appropriately placed according to the score. The parents of all students who scored at the beginning, intermediate, or advanced level are informed and invited to an orientation where they learn about the school's ELL program, view a DVD about ELL services, and select from the three program choices New York State mandates. This initial outreach to ELL parents is done in the first ten days of the school year. During the first ten days of school, three orientations are held at different times. If a parent can not attend these meetings, the BESIS coordinator sets up individual appointments with these parents. Further, outreach is organized by the BESIS coordinator and the parent coordinator. There is a conscientious effort to distribute and to collect all entitlement letters, Parent Surveys and Program Selection forms by the ESL teacher and the parent coordinator. Moreover, there is a bimonthly review about the collection of all surveys and letters until every family has returned its documentation. Follow- up mailings, e-mails and phone calls are all part of the collection process.

Parent input is encouraged and sought after by both the parent coordinator and the Leon M. Goldstein High School staff. Our parent coordinator has set up a phone messaging system and an e-mail database to inform parents of upcoming events and parent association meetings. She has put together an informal network of people to translate letters and call ELL parents keeping them abreast of events and their children's progress. Throughout this outreach, the parent coordinator collects data by soliciting ELL parents about their needs and wishes, by surveying all parents annually, by reviewing the minutes of the Parent Association meetings, and by corresponding via e-mail. Then, the LAP team works together to priorities a course of action for the ELL students and the parents of ELLs based on the data collected. Before planning activities for all students and their parents, the school thoughtfully considers the data collected through surveys and Parent Association meetings. Workshops for parents and parents with their children to which ELL parents are invited include *Internet Safety, Choice and Consequences: Teen Drinking and Driving, SAT Prep and Its Importance, The Process of College Admissions, and FAFSA: Step by Step*. Finally, PTA meetings, *College Information Night, Financial Aid Night*, sports awards, the winter and spring concerts, the school play and musical, the musical revue and other student centered activities involve all parents in the school community and the ESL staff and the parent coordinator encourage all ELL parents to attend these events. At present, our school does not have a partnership with an outside agency to provide workshops for ELL parents. If our demographics change, we will consider becoming partners with community based organizations.

Not only are parents informed about the ESL services and other activities at the school, but also the *Parent Surveys* and *Program Selection Forms* are reviewed frequently to ascertain current trends regarding the program choices of the LEP students and their parents. Both the parent coordinator and the ESL teacher correspond with LEP parents in their native languages about issues of concern to them. Over the past five years, one hundred percent of our ELL parents have consistently and repeatedly selected the free- standing ESL program for their children. If the programs requested by the ELL parents change and if our demographics change, transitional bilingual and dual language programs will be established. First, our LAP team will review the school demographics and the Program Selection Forms to determine if a program is warranted. Then, all parents would be informed of the program and given an opportunity to change their choices.

ELL Demographics Continued and Programming, Including Part 154 Mandates

Since the LEP and former LEP population consists of two ESL students and 21 students who passed the NYSESLAT exams in the spring of 2009 or 2010, we offer one single period class for all levels taught by a permanently licensed ESL teacher. In addition, for our intermediate ELL student, we offer one modified English/ ESL workshop class taught by permanently licensed ESL teachers. Our ELL population consists of one student who has received three years or less of ELL services and one student who has received four years of ELL services. Because of our program's size, we focus on individual needs.

The proficient students are placed into regular ELA classes based on their skill level and on their grade level. All proficient students have been placed into mainstream ELA classes and have the opportunity for peer tutoring. Many of these students are directly placed into the grade appropriate ELA classes while others who are less skilled are scheduled for less rigorous classes easing them into the challenging ELA program at Leon M. Goldstein High School. For example, an eleventh grade student who is less skilled, but has tested out will be programmed for a tenth grade ELA class giving them time to prepare for the ELA Regents.

Moreover, we encourage former ESL students to take a *Skills Course* and a *SAT Preparation Course*. All proficient students are tested in English in all their content area subjects as well as in their ELA classes.

For the one advanced level ESL student, we provide one single band ESL class which runs four times a week for one fifty minute session and one single band ELA class which runs four times a week for one fifty minute session. For our intermediate level student, we provide one single band ESL class which runs four times a week for one fifty minute session and one modified workshop class taught by a certified ESL teacher which runs four times a week for one fifty minute session. The ESL program follows a workshop model structure where the instruction and distribution of time are as follows:

- **Day 1:** (Single Band- 50 minutes): Group instruction (15 minutes- modeling), group, pair or individual application (25 minutes), group share (10 minutes); biweekly independent reading with journaling and conferencing with individual students (50 minutes).
- **Day 2:** (Single Band- 50 minutes): Group instruction (15 minutes- modeling), group, pair or individual application (25 minutes), and group share (10 minutes).
- **Day 3:** (Single Band- 50 minutes): Group instruction (15 minutes- modeling), group, pair or individual application (25 minutes), group share (10 minutes); monthly independent writing and conferencing with individual students (50 minutes).
- **Day 4:** (Single Band- 50 minutes): Group instruction (15 minutes- modeling), group, pair or individual application (25 minutes), group share (10 minutes); monthly sessions of either independent vocabulary development or listening practice (50 minutes).

As mandated by CR Part 154, our advanced student is receiving the 180 allotted minutes of ESL instruction as well as the 180 minutes of ELA instruction per week. Our intermediate student is receiving 360 minutes per week. As mandated by the new accommodations for former ELLs, the guidance department and the BESIS person track the progress of former ELLs for two years, meeting with them biannually to discuss interventions and concerns and to offer tutoring and other academic support. Saturday programs, peer tutoring, resource room supplemental help, and group tutoring during the 37 ½ minutes help the ELLs and former ELLs succeed academically. The SPARK organization and other guidance interventions support the students who have emotional needs. Social organizations like the *Asian Club* or the *Jewish Heritage Club* encourage our ELLs to maintain their native language arts skills. Finally, other types of programs offered by our school to support our ELLs and former ELLs include AIS, counseling, referral for related services, parent conferences to develop action plans, referrals to community agencies, targeted instruction, student assessment analysis (CFI team) and pupil personnel committees.

Instruction and Data Analysis

The instruction in the ESL classroom is standards based where a cohesive integration of ESL/ ELA standards, assessment, and student performance drives curriculum design. Students' needs and deficiencies are addressed individually or in whole class mini- lesson instruction. Topics, such as determining the theme, reading strategies, paragraph development, listening and note-taking, and testing strategies, address all four modalities. All students, no matter their level, are tested in English in their ESL classes as well as in their content area subjects. For ESL students, some testing modifications are made in their content area

classes such as questions being translated into a student's native language or portions of exams being read to an ESL student. In content area classes and in the ESL classroom, students have access to a few discipline specific classroom libraries with a wide range of resources on many reading levels. Also, content area teachers have assigned buddies to many of our ESL students.

Our ESL students are working hard to meet their Regents Exam requirements. And all guidelines specified in *The Testing Accommodations for Former Limited English Proficient/ English Language Learners* are followed. A review of the 2009-10 records indicates that five ELLs took the Integrated Algebra Regents Exam and five passed it and one ELL took and passed the Integrated Geometry Regents Exam. Four ELLs also took and passed the Living Environment Regents Exam, and seven former ELLs, who had passed the NYSESLAT in the spring of 2009, passed the Living Environment Exam. One ELL took and failed the Global Regents Exam, but six former ELLs, who had passed the NYSESLAT in the spring of 2009, passed it. One ELL took and passed the Chemistry Regents and nine former ELLs, who passed the NYSESLAT in the spring of 2009 or 2008, sat for the exam and seven passed it. Four former ELLs, who passed the NYSESLAT in the spring of 2008, passed the ELA Regents and the US History Regents. The passing rate for former ELLs taking all Regents Exams at Leon M. Goldstein HS has improved over the last five years.

Peer tutoring in all content areas is available four days a week during all lunch bands and all ESL students are strongly encouraged to attend peer tutoring and Regents Exam tutoring. This peer tutoring also supports students who want to maintain their native languages and plan to take a Regents Exam in their native language. Peer tutoring with this goal in mind is strongly encouraged and the guidance office usually pairs students in study teams when students show interest. Also, Leon M. Goldstein has a Saturday Regents review program that all ELLs are encouraged to attend. Finally, many of our content area teachers use a diverse number of strategies and teach discipline specific vocabulary which is reinforced in thematic units taught in the ESL classroom. Progress reports for all ELL students and former ELL students are sent to all content area teachers two times a year. When intervention is needed, peer tutoring is organized. Moreover, students are called in to redefine their goals and conference with their teachers about actions they can take to improve their standing.

The strengths of our program are as follows. Listening and speaking are the strongest modalities according to the spring 2010 NYSESLAT Exam records. We have two proficient or advanced students. Since the spring of 2009, both students have improved at least one level. The spring 2010 NYSESLAT data indicates the writing and reading modalities are the weakest modalities, with one student getting an intermediate score and one getting an advanced score.

Our ELL staff uses both whole class instruction and independent reading and writing programs to work with the ELL population. The independent programs let students work at their own pace and address their individual needs while during the whole group instruction, the ESL teacher models skills and strategies that students will practice during their independent sessions. The expectations of the independent reading and writing programs are clearly defined and the programs allow students to avoid needless repetition and to focus on the mastery of core concepts.

To address the writing deficiency, students journal frequently and are exposed to model compositions and model paragraphs. They are expected to analyze the strengths and weaknesses of these samples and to participate in writing conferences where individual problems are discussed. Then, students are expected to revise, self edit, and evaluate their work using rubrics.

Finally, to maintain and enhance the listening and speaking skills of our ELLs, students engage in accountable talk, practice public speaking, and listen to and complete activities based on news reports, lectures and interviews. All projects require students to deal with multiple modalities on a challenging level and in an integrated format. Also, content area based units allow for development of schema and activation of prior knowledge.

Since we only have an ESL program, all tests are given in English. Also, for the last three years, only one student has requested a Regents Exam in her native language; therefore, no comparison can be made about how students are faring on native language exams versus English exams. If our demographics change, this will be considered. The Periodic Assessment is used to inform instruction. Last year, the result for the Periodic Assessment highlighted a need for a mini unit on basic grammar which was created. The evaluation of the ESL program is done annually. The LAP team reviews student data, the NYSESLAT, the Periodic Assessment and informal classroom assessments to evaluate the strengths and weaknesses of the program. The team also reviews the goals that had been set the year before and evaluates whether they have been achieved. Then, new goals for the next year are set and an action plan to achieve those goals is created.

Resources and Programming

Not only do we have flexibility within the classroom, but we also have flexibility when programming students. Since we don't have sheltered content area courses, ESL students are programmed for their courses with consideration to their language proficiency. For example, a strong math student with a chemistry background will be put in a chemistry class instead of a more language laden biology course.

Also, advanced ESL students are scheduled for one ELA class where the ESL teacher and the ELA teacher work collaboratively to support and enhance the emerging proficiency of the ESL students. At present, we have no SIFE students and no newcomers, but if our demographics change, we will provide the required instructional time as per CR Part 154. Moreover, if demographics change, ESL/ literacy modified instruction in the ESL classroom and Mathematics and Social Studies modified instruction will be added to meet the needs of Level I and II students.

Finally, for ELLs and former ELLs, there are classroom libraries in content area classrooms with material on a range of reading levels. Moreover, all classrooms have smartboard technology which means that all classrooms have internet access. Streamed material and visual and audio material are available for use in all classrooms. Also, our librarian has reading materials on a wide range of topics and reading levels to suit the demands of ELLs and Former ELLs. Also, the librarian refers students to special databases such as *Opposing Viewpoints* which has materials on three levels for students who are beginning, intermediate, and sophisticated readers. Finally, the library has a small section of books in our ELL population's native languages to support the maintenance and growth of their native languages.

Professional Development

Since Leon M. Goldstein High School only has two ESL teachers, all opportunities offered within our network are reviewed and teachers of ELLs are encouraged to attend. Moreover, the ELL staff is encouraged to attend workshops offered by the Department of Education and share the information received with the entire staff. Finally, many of our staff actively pursue

professional development opportunities offered by local chapters of NCTE, BETAC, TESOL, NYSABE, the NYC public library, and the Office of English Language Learners.

The size of our program and the diversity of our LEP population affect both instruction of the ESL population and P.D. opportunities for the staff. The implications for P.D. can be as simple as informing the staff of the ESL population at the school and of ESL methodologies that work with ESL students. At our November faculty conference, an ESL staff member will review the Regents modifications for ELLs and former ELLs. At a series of department meeting, the focus will be differential instruction, strategies that work, rigor, grading and achievement when teaching ELLs, resource room students and gifted students, icebreakers that open scheme and enhance discipline specific vocabulary, and summarizing activities that help students self assess. At our grade level meetings, teachers discuss ELL students who need interventions and interdisciplinary approaches that support their learning. Also, the ESL staff informally meets with staff members to monitor the progress of ESL students and to offer assistance.

As per Jose P., each staff member is required to fulfill their seven and a half hours of ELL training and turn in proof of their completion of this course of study. Because of the heightened awareness that these conferences can bring, many members of our faculty anticipate and accommodate the needs of our ESL population by setting up peer tutoring, by modifying tests, by working collaboratively on teaching units with the ESL staff and by using modified teaching methods to assist and support ESL students.

All Members of the LAB Committee

| Print Name | Title | Signature |
|--------------------|--|------------------|
| Christian Del Re | Assistant Principal of the Humanities Department | |
| Maria Smith | ESL Teacher | |
| Michael Trowbridge | Librarian | |
| Barbara Mosconi | Guidance Counselor | |
| Debra Eng | Parent Coordinator | |

Section III. Title III Budget

School: Leon M. Goldstein HS BEDS Code: 22K535

| 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 | 31,338 | Two periods of tax-levy instruction |
| Purchased services - High quality staff and curriculum development contracts. | 0 | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | 0 | |
| Educational Software (Object Code 199) | 0 | |
| Travel | 0 | |
| Other | 0 | |
| TOTAL | 31,338 | |

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.

WRITTEN TRANSLATION NEEDS ASSESSMENT

- Reviewed students' Home Language Survey Forms
- Surveyed Assistant Principals, Guidance Counselors, ESL Coordinator and Parent Coordinator
- Reviewed ELL goals in the CEP and LAP

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.

Based upon a review of student data, we have found:

Parents of ELL'S often do not understand written communications from the school
There is difficulty in providing written school communications to parents in their home languages
We found that within our General Education population, a need exists to translate official written documents
We used the Website to communicate to parents which now has a translation feature

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.

A DOE approved vendor will provide written translations of official school documents into various languages identified the home language survey (i.e. Russian, Spanish, Chinese, etc):

- Student Handbook
- Parent Handbook
- Letters to parents regarding discipline, progress letters, NCLB information, testing and notification of school events,
- Interpretation and clarification of report cards, transcripts and permanent records
- All Admission forms and Discharge forms
- Exit interviews
- Course offerings and pre-requisites
- Miscellaneous school specific written documents as needed
- The website (www.lmghs.org) has a built in translation feature

The above stated written communiqués will enable parents of ELLS to read, understand and participate in their children’s academic life more fully. Moreover, where possible, subject teachers will be paid per-session funding to translate official school documents into dominant home languages.

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.

The School will provide parents translators for all major school functions (i.e., Open House, Open School Evening, Open School Day, Graduation, Financial Aid Informational Meetings, College Advisement, etc.) These services will be provided by teachers on a per-session basis.

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>.

Through the written translation of school documents and oral translation services offered at official school functions, tutoring sessions, PA Meetings, School Based Open House sessions, student performances, etc. (After School Hours), our school will meet the Chancellors mandate by making our institution more accessible to the community at large.

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: | | | |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: _____
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 **JANUARY 2011**

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.

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.

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.
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.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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 | | | | | | |
| Title I, Part A (ARRA) | Federal | | | | | | |
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | | | | | | |

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

Please see Appendix 7, part B.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

9. Use program resources to help participating children meet the State standards.

Please see Appendix 7, part B.

10. Ensure that planning for students served under this program is incorporated into existing school planning.

11. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

12. Coordinate with and support the regular educational program;

13. Provide instruction by highly qualified teachers;

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

15. Provide strategies to increase parental involvement; and

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

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: In Good Standing **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.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS /LMGHS

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).

One

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Students who are in need of temporary housing require a variety of material inputs to assist their integration into our larger school community. In order to build self-esteem and self-worth of students, and facilitate their assimilation into the larger school community, we believe that STH students should have basic “back to school” supplies which encourage their attendance and

participation in school life. In order to facilitate these goals, our school plans to purchase the following for students with their advice and consent:

A. School Supplies (notebooks, pencils, book bags, textbooks, etc.)

B. Clothing items for winter (boots, winter coats, jeans, shoes, etc.)

C. Entrance fees/lunch costs for any special school trip in which they chooses to participate.

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.

\$2162 has already been scheduled in galaxy. A “P-Card” will be acquired to facilitate the acquisition of the above mentioned items.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

3. 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.)
4. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

4. 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).

Zero (0)

5. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

In the event that our school has students in temporary housing, our school will make every effort to purchase the following items for our student:

A. School Supplies (notebooks, pencils, book bags, textbooks, etc).

B. Clothing items for winter (boots, winter coats, jeans ,shoes, etc)

6. 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.

\$2162

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: | Leon M. Goldstein High School for the Sciences | | | | | |
| District: | 22 | DBN: | 22K535 | School | | 332200011535 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|-------------|-------------|-------------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 93.1 | 95.5 | 95.2 |
| 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 | 0 | 0 | 0 | | | | |
| Grade 7 | 0 | 0 | 0 | | | | |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 272 | 249 | 240 | | | | |
| Grade 10 | 272 | 292 | 258 | | | | |
| Grade 11 | 272 | 253 | 274 | | | | |
| Grade 12 | 191 | 255 | 256 | | | | |
| Ungraded | 0 | 0 | 0 | | | | |
| Total | 1007 | 1049 | 1028 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 99.2 | 99.3 | 99.4 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | 23.3 | 32.6 | 36.9 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 1 | 1 | 2 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 4 | 1 | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 0 | 0 | 0 | Principal Suspensions | 12 | 12 | 12 |
| # in Collaborative Team Teaching (CTT) Classes | 28 | 25 | 29 | Superintendent Suspensions | 3 | 2 | 3 |
| Number all others | 25 | 29 | 40 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | N/A | 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: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 53 | 50 | 50 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 18 | 18 | 13 |
| # receiving ESL services only | 6 | 5 | TBD | | | | |
| # ELLs with IEPs | 0 | 1 | TBD | | | | |

These students are included in the General and Special Education enrollment information above.

| | | | |
|---|---|---|---|
| Number of Educational Paraprofessionals | 0 | 1 | 7 |
|---|---|---|---|

| 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 |
| | 3 | 3 | 12 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 78.2 | 84.3 | 86.0 |
| | | | | % more than 5 years teaching anywhere | 69.1 | 70.6 | 78.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 85.0 | 90.0 | 96.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.2 | % core classes taught by "highly qualified" teachers | 92.7 | 88.1 | 95.8 |
| Black or African American | 13.9 | 11.1 | 9.8 | | | | |
| Hispanic or Latino | 7.5 | 9.1 | 9.9 | | | | |
| Asian or Native Hawaiian/Other Pacific | 12.4 | 11.6 | 12.2 | | | | |
| White | 66.0 | 68.1 | 67.8 | | | | |
| Male | 42.3 | 40.1 | 40.5 | | | | |
| Female | 57.7 | 59.9 | 59.5 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

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:

| Elementary/Middle Level | | Secondary Level | |
|-------------------------|--|------------------|---|
| ELA: | | ELA: | v |
| Math: | | Math: | v |
| Science: | | Graduation Rate: | v |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|---------------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | | | | v | v | v | |
| Ethnicity | | | | | | | |

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 64.5 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 7.5 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 14.5 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 42.5 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 0 | | | | | | |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| 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

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.

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.

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 2 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) Assistant Principal, librarian, guidance counselor, Parent Coordinator

School Building Instructional Program/Professional Development Overview

Language Allocation Policy for Leon M. Goldstein HS

Date: Oct. 22, 2010

Type of Program: ESL

The Language Allocation Policy for Leon M. Goldstein High School was written to promote dialogue between administrators, staff, parents and LEP students about the provisions and services available for the LEP population. This policy was written with the hope to establish a cohesive framework which enhances transparency, communication, flexibility, and compassion when dealing with our ESL students.

School ELL Profile and ELL Demographics

At present, Leon M. Goldstein High School has two licensed ESL teachers on staff. According to the ROCR for the 2010-2011 academic year, Leon M. Goldstein has 1041 students: 244 freshmen, 259 sophomores, 282 juniors, and 256 seniors. Two English language learners make up less than 1% of the student body. There are two sophomore English language learners one on an advanced level and the other on an intermediate level. Two different languages, Russian and Spanish, are spoken by our ESL students. Therefore, since our ELL population is small and none of our ELLs speak the same native language, we neither offer transitional bilingual education classes nor dual language programs. However, if our demographics change and these programs and/or Native Language Arts programs are warranted, we will establish them. For the 2010- 2011 academic year, we offer an ESL program.

Identification Process and Parent Involvement

Our English language learner identification process follows the guidelines specified in the *New York State – LEP Identification Process Memorandum #2, attachment #2*. Our identification team includes an ESL teacher, a foreign language teacher and a paraprofessional to assist with translation needs, a guidance counselor, a parent coordinator and a secretary. The HLSs are distributed by the team. When parents or students need translation services a translator is sought out and a HLS in the native language is issued. All HLSs are reviewed by the ESL teacher who interviews any potential ELL student and his/ her parent. If translation services are needed, a translator is provided for the student or parent. Once a potential ELL is identified, the LAB- R is administered and scored. If the student is not an English language learner, he/ she enters the general education population; however, if the student speaks a language other than English or speaks little or no English, the LAB-R is administered and scored by the ESL teacher and the student is appropriately placed according to the score. The parents of all students who scored at the beginning, intermediate, or advanced level are informed and invited to an orientation where they learn about the school's ELL program, view a DVD about ELL services, and select from the three program choices New York State mandates. This initial outreach to ELL parents is done in the first ten days of the school year. During the first ten days of school, three orientations are held at different times. If a parent can not attend these meetings, the BESIS coordinator sets up individual appointments with these parents. Further, outreach is organized by the BESIS coordinator and the parent coordinator. There is a conscientious effort to distribute and to collect all entitlement letters, Parent Surveys and Program Selection forms by the ESL teacher and the parent coordinator. Moreover, there is a bimonthly review about the collection of all surveys and letters until every family has returned its documentation. Follow-up mailings, e-mails and phone calls are all part of the collection process.

Parent input is encouraged and sought after by both the parent coordinator and the Leon M. Goldstein High School staff. Our parent coordinator has set up a phone messaging system and an e-mail database to inform parents of upcoming events and parent association meetings. She has put together an informal network of people to translate letters and call ELL parents keeping them abreast of events and their children's progress. Throughout this outreach, the parent coordinator collects data by soliciting ELL parents about their needs and wishes, by surveying all parents annually, by reviewing the minutes of the Parent Association meetings, and by corresponding via e-mail. Then, the LAP team works together to prioritize a course of action for the ELL students and the parents of ELLs based on the data collected. Before planning activities for all students and their parents, the school thoughtfully considers the data collected through surveys and Parent Association meetings. Workshops for parents and parents with their children to which ELL parents are invited include *Internet Safety, Choice and Consequences: Teen Drinking and Driving, SAT Prep and Its Importance, The Process of College Admissions, and FAFSA: Step by Step*. Finally, PTA meetings, *College Information Night, Financial Aid Night*, sports awards, the winter and spring concerts, the school play and musical, the musical revue and other student centered activities involve all parents in the school community and the ESL staff and the parent coordinator encourage all ELL parents to attend these events. At present, our school does not have a partnership with an outside agency to provide workshops for ELL parents. If our demographics change, we will consider becoming partners with community based organizations.

Not only are parents informed about the ESL services and other activities at the school, but also the *Parent Surveys* and *Program Selection Forms* are reviewed frequently to ascertain current trends regarding the program choices of the LEP students and their parents. Both the parent coordinator and the ESL teacher correspond with LEP parents in their native languages about issues of concern to them. Over the past five years, one hundred percent of our ELL parents have consistently and repeatedly selected the free- standing ESL program for their children. If the programs requested by the ELL parents change and if our demographics change, transitional bilingual and dual language programs will be established. First, our LAP team will review the school demographics and the Program Selection Forms to determine if a program is warranted. Then, all parents would be informed of the program and given an opportunity to change their choices.

ELL Demographics Continued and Programming, Including Part 154 Mandates

Since the LEP and former LEP population consists of two ESL students and 21 students who passed the NYSESLAT exams in the spring of 2009 or 2010, we offer one single period class for all levels taught by a permanently licensed ESL teacher. In addition, for our intermediate ELL student, we offer one modified English/ ESL workshop class taught by permanently licensed ESL teachers. Our ELL population consists of one student who has received three years or less of ELL services and one student who has received four years of ELL services. Because of our program's size, we focus on individual needs.

The proficient students are placed into regular ELA classes based on their skill level and on their grade level. All proficient students have been placed into mainstream ELA classes and have the opportunity for peer tutoring. Many of these students are

directly placed into the grade appropriate ELA classes while others who are less skilled are scheduled for less rigorous classes easing them into the challenging ELA program at Leon M. Goldstein High School. For example, an eleventh grade student who is less skilled, but has tested out will be programmed for a tenth grade ELA class giving them time to prepare for the ELA Regents. Moreover, we encourage former ESL students to take a *Skills Course* and a *SAT Preparation Course*. All proficient students are tested in English in all their content area subjects as well as in their ELA classes.

For the one advanced level ESL student, we provide one single band ESL class which runs four times a week for one fifty minute session and one single band ELA class which runs four times a week for one fifty minute session. For our intermediate level student, we provide one single band ESL class which runs four times a week for one fifty minute session and one modified workshop class taught by a certified ESL teacher which runs four times a week for one fifty minute session. The ESL program follows a workshop model structure where the instruction and distribution of time are as follows:

- **Day 1:** (Single Band- 50 minutes): Group instruction (15 minutes- modeling), group, pair or individual application (25 minutes), group share (10 minutes); biweekly independent reading with journaling and conferencing with individual students (50 minutes).
- **Day 2:** (Single Band- 50 minutes): Group instruction (15 minutes- modeling), group, pair or individual application (25 minutes), and group share (10 minutes).
- **Day 3:** (Single Band- 50 minutes): Group instruction (15 minutes- modeling), group, pair or individual application (25 minutes), group share (10 minutes); monthly independent writing and conferencing with individual students (50 minutes).
- **Day 4:** (Single Band- 50 minutes): Group instruction (15 minutes- modeling), group, pair or individual application (25 minutes), group share (10 minutes); monthly sessions of either independent vocabulary development or listening practice (50 minutes).

As mandated by CR Part 154, our advanced student is receiving the 180 allotted minutes of ESL instruction as well as the 180 minutes of ELA instruction per week. Our intermediate student is receiving 360 minutes per week. As mandated by the new accommodations for former ELLs, the guidance department and the BESIS person track the progress of former ELLs for two years, meeting with them biannually to discuss interventions and concerns and to offer tutoring and other academic support. Saturday programs, peer tutoring, resource room supplemental help, and group tutoring during the 37 ½ minutes help the ELLs and former ELLs succeed academically. The SPARK organization and other guidance interventions support the students who have emotional needs. Social organizations like the *Asian Club* or the *Jewish Heritage Club* encourage our ELLs to maintain their native language arts skills. Finally, other types of programs offered by our school to support our ELLs and former ELLs include AIS, counseling, referral for related services, parent conferences to develop action plans, referrals to community agencies, targeted instruction, student assessment analysis (CFI team) and pupil personnel committees.

Instruction and Data Analysis

The instruction in the ESL classroom is standards based where a cohesive integration of ESL/ ELA standards, assessment, and student performance drives curriculum design. Students' needs and deficiencies are addressed individually or in whole class mini- lesson instruction. Topics, such as determining the theme, reading strategies, paragraph development, listening and note- taking, and testing strategies, address all four modalities. All students, no matter their level, are tested in English in their ESL classes as well as in their content area subjects. For ESL students, some testing modifications are made in their content area classes such as questions being translated into a student's native language or portions of exams being read to an ESL student. In content area classes and in the ESL classroom, students have access to a few discipline specific classroom libraries with a wide range of resources on many reading levels. Also, content area teachers have assigned buddies to many of our ESL students.

Our ESL students are working hard to meet their Regents Exam requirements. And all guidelines specified in *The Testing Accommodations for Former Limited English Proficient/ English Language Learners* are followed. A review of the 2009-10 records indicates that five ELLs took the Integrated Algebra Regents Exam and five passed it and one ELL took and passed the Integrated Geometry Regents Exam. Four ELLs also took and passed the Living Environment Regents Exam, and seven former ELLs, who had passed the NYSESLAT in the spring of 2009, passed the Living Environment Exam. One ELL took and failed the Global Regents Exam, but six former ELLs, who had passed the NYSESLAT in the spring of 2009, passed it. One ELL took and passed the Chemistry Regents and nine former ELLs, who passed the NYSESLAT in the spring of 2009 or 2008, sat for the exam and seven passed it. Four former ELLs, who passed the NYSESLAT in the spring of 2008, passed the ELA Regents and the US History Regents. The passing rate for former ELLs taking all Regents Exams at Leon M. Goldstein HS has improved over the last five years.

Peer tutoring in all content areas is available four days a week during all lunch bands and all ESL students are strongly encouraged to attend peer tutoring and Regents Exam tutoring. This peer tutoring also supports students who want to maintain their native languages and plan to take a Regents Exam in their native language. Peer tutoring with this goal in mind is strongly encouraged and the guidance office usually pairs students in study teams when students show interest. Also, Leon M. Goldstein has a Saturday Regents review program that all ELLs are encouraged to attend. Finally, many of our content area teachers use a diverse number of strategies and teach discipline specific vocabulary which is reinforced in thematic units taught in the ESL classroom. Progress reports for all ELL students and former ELL students are sent to all content area teachers two times a year. When intervention is needed, peer tutoring is organized. Moreover, students are called in to redefine their goals and conference with their teachers about actions they can take to improve their standing.

The strengths of our program are as follows. Listening and speaking are the strongest modalities according to the spring 2010 NYSESLAT Exam records. We have two proficient or advanced students. Since the spring of 2009, both students have

improved at least one level. The spring 2010 NYSESLAT data indicates the writing and reading modalities are the weakest modalities, with one student getting an intermediate score and one getting an advanced score.

Our ELL staff uses both whole class instruction and independent reading and writing programs to work with the ELL population. The independent programs let students work at their own pace and address their individual needs while during the whole group instruction, the ESL teacher models skills and strategies that students will practice during their independent sessions. The expectations of the independent reading and writing programs are clearly defined and the programs allow students to avoid needless repetition and to focus on the mastery of core concepts.

To address the writing deficiency, students journal frequently and are exposed to model compositions and model paragraphs. They are expected to analyze the strengths and weaknesses of these samples and to participate in writing conferences where individual problems are discussed. Then, students are expected to revise, self edit, and evaluate their work using rubrics.

Finally, to maintain and enhance the listening and speaking skills of our ELLs, students engage in accountable talk, practice public speaking, and listen to and complete activities based on news reports, lectures and interviews. All projects require students to deal with multiple modalities on a challenging level and in an integrated format. Also, content area based units allow for development of schema and activation of prior knowledge.

Since we only have an ESL program, all tests are given in English. Also, for the last three years, only one student has requested a Regents Exam in her native language; therefore, no comparison can be made about how students are faring on native language exams versus English exams. If our demographics change, this will be considered. The Periodic Assessment is used to inform instruction. Last year, the result for the Periodic Assessment highlighted a need for a mini unit on basic grammar which was created. The evaluation of the ESL program is done annually. The LAP team reviews student data, the NYSESLAT, the Periodic Assessment and informal classroom assessments to evaluate the strengths and weaknesses of the program. The team also reviews the goals that had been set the year before and evaluates whether they have been achieved. Then, new goals for the next year are set and an action plan to achieve those goals is created.

Resources and Programming

Not only do we have flexibility within the classroom, but we also have flexibility when programming students. Since we don't have sheltered content area courses, ESL students are programmed for their courses with consideration to their language proficiency. For example, a strong math student with a chemistry background will be put in a chemistry class instead of a more language laden biology course. Also, advanced ESL students are scheduled for one ELA class where the ESL teacher and the ELA teacher work collaboratively to support and enhance the emerging proficiency of the ESL students. At present, we have no SIFE students and no

newcomers, but if our demographics change, we will provide the required instructional time as per CR Part 154. Moreover, if demographics change, ESL/ literacy modified instruction in the ESL classroom and Mathematics and Social Studies modified instruction will be added to meet the needs of Level I and II students.

Finally, for ELLs and former ELLs, there are classroom libraries in content area classrooms with material on a range of reading levels. Moreover, all classrooms have smartboard technology which means that all classrooms have internet access. Streamed material and visual and audio material are available for use in all classrooms. Also, our librarian has reading materials on a wide range of topics and reading levels to suit the demands of ELLs and Former ELLs. Also, the librarian refers students to special databases such as *Opposing Viewpoints* which has materials on three levels for students who are beginning, intermediate, and sophisticated readers. Finally, the library has a small section of books in our ELL population's native languages to support the maintenance and growth of their native languages.

Professional Development

Since Leon M. Goldstein High School only has two ESL teachers, all opportunities offered within our network are reviewed and teachers of ELLs are encouraged to attend. Moreover, the ELL staff is encouraged to attend workshops offered by the Department of Education and share the information received with the entire staff. Finally, many of our staff actively pursue professional development opportunities offered by local chapters of NCTE, BETAC, TESOL, NYSABE, the NYC public library, and the Office of English Language Learners.

The size of our program and the diversity of our LEP population affect both instruction of the ESL population and P.D. opportunities for the staff. The implications for P.D. can be as simple as informing the staff of the ESL population at the school and of ESL methodologies that work with ESL students. At our November faculty conference, an ESL staff member will review the Regents modifications for ELLs and former ELLs. At a series of department meeting, the focus will be differential instruction, strategies that work, rigor, grading and achievement when teaching ELLs, resource room students and gifted students, icebreakers that open scheme and enhance discipline specific vocabulary, and summarizing activities that help students self assess. At our grade level meetings, teachers discuss ELL students who need interventions and interdisciplinary approaches that support their learning. Also, the ESL staff informally meets with staff members to monitor the progress of ESL students and to offer assistance.

As per Jose P., each staff member is required to fulfill their seven and a half hours of ELL training and turn in proof of their completion of this course of study. Because of the heightened awareness that these conferences can bring, many members of our faculty anticipate and accommodate the needs of our ESL population by setting up peer tutoring, by modifying tests, by working collaboratively on teaching units with the ESL staff and by using modified teaching methods to assist and support ESL students.

All Members of the LAB Committee

| Print Name | Title | Signature |
|--------------------|--|------------------|
| Christian Del Re | Assistant Principal of the Humanities Department | |
| Maria Smith | ESL Teacher | |
| Michael Trowbridge | Librarian | |
| Barbara Mosconi | Guidance Counselor | |
| Debra Eng | Parent Coordinator | |

Section III. Title III Budget

School: Leon M. Goldstein HS BEDS Code: 22K535

| 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) <ul style="list-style-type: none">- Per session- Per diem | 31,338 | Two periods of tax-levy instruction |
| Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts. | 0 | |
| Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials. Must be clearly listed. | 0 | |
| Educational Software (Object Code 199) | 0 | |
| Travel | 0 | |
| Other | 0 | |
| TOTAL | 31,338 | |