



**J.H.S. 202 ROBERT H. GODDARD**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: J.H.S. 202 ROBERT H. GODDARD**  
**ADDRESS: 138-30 LAFAYETTE STREET**  
**TELEPHONE: 718-848-0001**  
**FAX: 718-848-8082**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342700010202      **SCHOOL NAME:** J.H.S. 202 Robert H. Goddard

**SCHOOL ADDRESS:** 138-30 LAFAYETTE STREET, QUEENS, NY, 11417

**SCHOOL TELEPHONE:** 718-848-0001      **FAX:** 718-848-8082

**SCHOOL CONTACT PERSON:** WILLIAM FITZGERALD      **EMAIL ADDRESS** WFitzge@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Joan Ferrato

**PRINCIPAL:** William Fitzgerald

**UFT CHAPTER LEADER:** Joseph Giordano

**PARENTS' ASSOCIATION PRESIDENT:** Autilla Martiniello Lessen

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** CFN 3.01

**NETWORK LEADER:** JOANNE BRUCELLA/Olga Mejia-Glenn

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**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/ronlyres/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
William Fitzgerald	Principal	Electronic Signature Approved.
Joan Ferrato	President	Electronic Signature Approved.
James Cunningham	UFT Member	Electronic Signature Approved.
Catherine Cappuccio	DC 37 Representative	Electronic Signature Approved.
Mercedes Espinosa	Parent	Electronic Signature Approved. Comments: I have recieved and viewed a hard copy of the document.
Renee Sandie	UFT Member	Electronic Signature Approved.
Joseph Giordano	UFT Chapter Leader	Electronic Signature Approved.
Autilla Martiniello Lessen	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: I have received and viewed a hard copy of the document.
Antoinette Tucci	UFT Member	Electronic Signature Approved.
Barbara Meenan	UFT Member	Electronic Signature Approved.

\* 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.

The current population consists of one thousand one hundred and four students in three grades (6,7,8) of which approximately sixty two are in CORE programs (12:1, 12:1:1) for special education. Twenty-four special education students are in three integrated classes along with at-risk general education students. The classes are capped, a 60:40 ratio, with 60% of the students on the General Ed side and 40% on the special Ed.

Goddard Middle School is now a true "neighborhood" school.

Our mission is to provide a safe and caring learning environment for our students that foster respect for self and others.

Grade Six general and special education are self-contained with self-contained teacher giving instruction in all major subjects. The 2009-2010 school year added a grade six CTT class

### **Program Highlights**

Middle School 202 offers academically rigorous regents-bound curriculum, in a safe, caring and neighborhood school environment.

Our focus is collaborative school-based planning using DOE initiatives and staff development with the emphasis on student character, civic responsibility and community participation.

Our school program includes extended day enrichment, innovative curriculum (including literacy through content), best practices and preparation for Specialized High Schools (offered through, but not limited to the Advance Regents Program), in the subjects of Earth Science, Mathematics Accelerated Language Arts and Global Science.

Additionally, she conducts a variety of parent workshops including health and nutrition, child safety, curriculum, standardized tests, high school preparation and its application process.

This year we have become a Title 1 school using a School wide Plan.

We are proud of our partnerships with local city, state and national foundations which include the New York Academy of Medicine – Junior Fellows Program, St. John's University Teaching Fellows Program, Queens College- Student Observers, 21st Communication skills in cooperation with the NYC Department of Education and Apple Computers, the Beaumont Foundation, St. Jude's Children's Hospital, the USMC Toys for Tots Program, Office of Special Education initiative, Scholastic, National Geographic, Local City officials, and the Queens DA office.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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										
<b>School Name:</b>		J.H.S. 202 Robert H. Goddard								
<b>District:</b>		27	<b>DBN #:</b>		27Q202	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			90.8	93.9	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0						
				<b>Student Stability - % of Enrollment:</b>						
<i>(As of June 30)</i>		2007-08	2008-09	2009-10						
Grade 2		0	0	0			93.5	93.72	TBD	
Grade 3		0	0	0						
Grade 4		0	0	0						
Grade 5		0	0	0						
				<b>Poverty Rate - % of Enrollment:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
Grade 6		317	323	343			50.5	47.5	76.4	
Grade 7		368	359	365						
Grade 8		458	387	387						
Grade 9		0	0	0						
				<b>Students in Temporary Housing - Total Number:</b>						
<i>(As of June 30)</i>		2007-08	2008-09	2009-10						
Grade 10		0	0	0			2	121	TBD	
Grade 11		0	0	0						
Grade 12		0	0	0						
Ungraded		1	1	1						
				<b>Recent Immigrants - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
Total		1144	1070	1096			17	18	19	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		65	62	63	Principal Suspensions		45	54	TBD	
# in Collaborative Team Teaching (CTT) Classes		28	25	22	Superintendent Suspensions		15	10	TBD	
Number all others		72	53	57						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	75	67	74	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	5	17	Number of Teachers	83	65	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	16	TBD
				Number of Educational Paraprofessionals	4	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	75.9	70.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	51.8	56.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	83	TBD
American Indian or Alaska Native	0.2	0.7	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	96.9	TBD
Black or African American	10.9	10.7	9.9				
Hispanic or Latino	40.6	43.6	45.1				
Asian or Native Hawaiian/Other Pacific Isl.	30.2	31.6	33.4				
White	18.1	12.9	10.2				
Multi-racial							
<b>Male</b>	50.4	51.2	49.8				
<b>Female</b>	49.6	48.8	50.2				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>8</b>	<b>8</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	91.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	22.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	46.3	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	12.8	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

After completing a comprehensive review of our school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress, we formulated annual goals and set in place strategies to improve student performance. We noted that the trend changed due to the recent cut-off scores mandated by the NYSED, however, compared to the city, we increased our level 2 and level 4 students, but noticed a decrease in our level 3 students, as determined by the NYS ELA and Math exams. More students with disabilities received a level 1 on both ELA and Math for the 2009-2010 school year. The median score in math was 3.29 and the median score in ELA was a 3.00. Our lowest third showed a 73% median growth in ELA and a 72.5 median growth , of our lowest third, for Math. Our peer index was a 3.1. In addition, our Progress Report grade became a B, but MS 202 still performed better than 59% of all NYC middle schools. It was noted that our student performance decreased as a result of the cut scores mentioned above.

Prior years, we noted the NYSTP (or NYSED) ELA and Math scores at level 1 have decreased for the past 3 years (2006-2007 and 2007-2008 and 2008-2009). This positive outcome was offset by a decrease in the number of students scoring at level 4 in ELA and Math during the same time period (a "slippage" of L4 students in particular) . However, our Median Student Proficiency in ELA was 3.05 in 2006-2007 and increased to 3.11 in 2007-2008, again increased during 2008-09 to 3.22 Median Student Proficiency, while math Median Student Proficiency was 3.83 showing continuous upward trends. In addition our School Report card received an A this past year scoring particularly well in Student Progress and Student Performance.

The ELL students performance on the 2010 NYSESLAT indicates the Listening and Speaking modalities had 57% proficient, 21% advanced, 13% intermediate and 10% beginners, and in Reading and Writing, 26% were proficient, 30% were advanced, 27% were intermediate and 16% beginners. This shows the reading and writing modalities are more difficult for these ELL students. Almost every student progressed in all modalities. The students who were eligible for the ELA showed only 11% were at level 3 or 4, while 66% were at level 2. Math was stronger for our ELL subgroup with 23% at level 3 or above and 76% at level 2. Last years performance of our ELL population progress was made on both the ELA and NYSESLAT. The ELA scores improved from 62.7% level 3 and 4 to 80.3% level 3 and 4 on the NYS ELA 2009 exam. Out of the 79 students tested for NYSESLAT 49% scored proficient compared to the previous year where only 40% scored proficient, with only 10% at beginner level and almost 13% advancing a level from the previous year.

ARIS plays an important role in our data driven instruction and decisions regarding student progress and trends. MS 202 uses the Acuity ITA's and predictive for internal assessments to recognized individual student goals and instructional differentiation. Scantron performance series is utilized for

some students as well. Fountas and Pinnell diagnostic reading assessment is administered twice a year. This year we added the writing assessment to that process.

In analyzing the NYSTP 8<sup>th</sup> Grade Science and Social Studies data, we observed that MS 202 is slightly above the NYCDOE average in both of these assessments. We believe that we have the capacity to increase in both of these assessments.

Our greatest accomplishments over the past three years have been our ability to use student data to inform instruction, to determine student sub-groups needs, to build capacity by empowering teachers to become active partners in our goal to raise student achievement, to continue to build teacher teams and to continue to improve our instructional practices regarding differentiated instruction in all subject areas, to develop higher order questioning techniques and to continuously move forward in the application of technology as an instructional tool in all classrooms. Currently we have 99% of our teachers on an Inquiry collaboration team, which meets each Monday, using one of those Mondays, monthly, to familiarize ourselves with the new Common Core State Standards, (CCSS) while preparing an interdisciplinary curriculum mapping session.

The most significant aids or barriers to the school's continuous improvement are financial constraints. Funding for after-school is limited and virtually non-existent for enrichment programs. While we maximize formal PD opportunities offered by the NYCDOE, our CFN and our own building PD opportunities such as Study Groups, teacher collaborative activities, grade3 and dept. meetings during weekly common preps, technology PD and Faculty Conferences funding resources limit our ability to conduct the amount of PD we feel we need to achieve all of our goals. However, with our Title 1 status we are able to offer additional professional development to increase best practices and partnership with parents for the purpose of academic progress. This year space is an issue as well. The Robert H. Goddard High School currently houses three grades and most of the third floor of the building. As a result many more teachers are travelling to teach classes with limited space, carrying their daily lessons and relying on the room to be functioning for them. We anticipate an increase of travelling teachers next year when the senior class is added to the high school. This will give the high school the entire third floor. Shared space also becomes an obstacle and challenge. The space shared is gym, auditorium, cafeteria, outdoor yards, etc. This limits after school programming and raises safety concerns with a wide range of ages and initiatives.

Regarding our overall needs, we have implemented instructional strategies and Professional Development efforts to improve differentiated strategies and higher order questioning in all classes. We have created a teacher resource center and encourage Inquiry collaboration in an interdisciplinary format. We have our coaches meet weekly. Brienza learning provides professional development for our teachers specifically working with differentiation and grouping techniques along with the processes that accompany these initiatives. CCSS is being introduced during our Monday afternoons along with curriculum mapping to build capacity of literacy through content area.

In ELA, we have emphasized determining current student reading levels as a priority for our ELA efforts. Along with this strategy, we are additionally emphasizing independent reading, guided reading groups, writing in ELA and all content areas, applying habits of proficient readers, vocabulary and multiple strategies for test preparation such as determining main idea, recalling facts and details, inferring and predicting and comparing and contrasting. Through our Inquiry drilldown we discovered word meaning in context, while utilizing prior knowledge, to be an area of concern. As a result we have implemented an assessment word wall, as incorporated with our instructional test sophistication plan. Teachers will help clarify, interactively, keyword frequency and analyze the use of these keywords and stems. Through our curriculum building MS 202 is integrating writing as a focus in all content areas and looking at student work, in an instructional manner, is part of our collaborations through Inquiry.

For English Language Learners (ELLs), we are using a range of strategies. For example, each of our three grades has a self-contained ESL class and students receive ESL and ELA instruction in

accordance with CR-154. The self-contained model allows us to target instruction to our students are also have two ESL teachers utilized of a “push-in” basis. Our ELL students receive Read 180 instruction and those students requiring support for fluency receive the Reader's Theatre program, National Geographic *Inside* balanced literacy program. The beginner ELLs are offered a Rosetta Stone subscription and are able to utilize the site at home as well. Our ELA Coach, a licensed ELL teacher, also actively supports instruction in the ELL classroom through modeling, mentoring and study groups. For test sophistication, a Saturday ELL academy, features Kaplan Focus on Reading and Focus on Writing consumables. Our keyword frequency analysis is an interactive measure that was driven by inquiry observation to provide our ELL students clarity in question stems.

In Science, we are emphasizing the importance of understanding main ideas and concepts, applications to real world situations, writing in science and “hands-on” lab skills utilizing our state-of-the-art science lab. Our Special Education and ELL sub-groups receive additional science support and differentiated lab activities. This includes the purchasing of the “Access Materials” and “Galaxy” for beginner students in these classes. In Social Studies, we are emphasizing Social Studies major concepts and ideas, historical timelines, geography, writing in the content areas and the analysis of historical documents artifacts (responses to document based questions). Throughout all three grades, teachers are using document based questions (DBQs) to help promote literacy as well as developing critical and analytical writing skills. In addition, grade eight students are required to complete a comprehensive exit project, which is a thematic interdisciplinary project. Similar to science, we also allocated funds for the purchasing of “Access Materials” for the beginner ELL student.

Our school is devoted in implementing a full infusion of reading and writing in all of the other subject areas, particularly Science and Social Studies. The school's inquiry focus for this current school year is for teachers in small collaborative inquiry groups to look at best instructional practices which will increase the level of writing in our school. Since the beginning of the school year, our professional development team, with the support of Administration, has begun to model for all teachers the infusion of literacy in their respective content areas. All content area teachers are learning the power of using strategies for literacy instruction to promote and increase student learning and academic progress.

## 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.

Annual Goal	Short Description
Students with Disabilities (ELA) After conducting a needs assessment with the cabinet and school leadership, we have discovered that our focus, as it relates to Students with Disabilities, over the past three years, has shown significant gains in the increase of level 3 and level 4 students. Therefore, we will continue to implement an action plan specifically geared to Students with Disabilities with the hope that this trend continues. To decrease the percentage of level 1 students by 5% and increase the percentage of level 3 and 4 students by 10% by June 2011 as measured by the NYS ELA exam.	Students with Disabilities (ELA) After conducting a needs assessment with the cabinet and school leadership, we have discovered that our focus, as it relates to Students with Disabilities, over the past three years, has shown significant gains in the increase of level 3 and level 4 students. Therefore, we will continue to implement an action plan specifically geared to Students with Disabilities with the hope that this trend continues. To decrease the percentage of level 1 students by 5% and increase the percentage of level 3 and 4 students by 10% by June 2011 as measured by the NYS ELA exam.
All Students (ELA) After conducting a needs assessment with the cabinet and the school leadership team and after reviewing the previous year's data, and referring to the NYS accountability report, we felt all students need English Language arts to be a focus so that our school will meet all NYS targets. To increase the percentage of level 3 and level 4 students by 12% in ELA and decrease the percentage of level 1 students by 5% in English Language Arts as measured by the NYS ELA by June 2011.	All Students (ELA) After conducting a needs assessment with the cabinet and the school leadership team and after reviewing the previous year's data, and referring to the NYS accountability report, we felt all students need English Language arts to be a focus so that our school will meet all NYS targets. To increase the percentage of level 3 and level 4 students by 12% in ELA and decrease the percentage of level 1 students by 5% in English Language Arts as measured by the NYS ELA by June 2011.
All Math Teachers After conducting a needs assessment with the cabinet and school leadership, we will implement an action plan for all Math teachers for the 2010-2011 school year. Our goal is to increase the number of level 3 and level 4 students by 11%, while decreasing the number of level 1 students by 5%.	All Math Teachers After conducting a needs assessment with the cabinet and school leadership, we will implement an action plan for all Math teachers for the 2010-2011 school year. Our goal is to increase the number of level 3 and level 4 students by 11%, while decreasing the number of level 1 students by 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) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students with Disabilities (ELA) After conducting a needs assessment with the cabinet and school leadership, we have discovered that our focus, as it relates to Students with Disabilities, over the past three years, has shown significant gains in the increase of level 3 and level 4 students. Therefore, we will continue to implement an action plan specifically geared to Students with Disabilities with the hope that this trend continues. To decrease the percentage of level 1 students by 5% and increase the percentage of level 3 and 4 students by 10% by June 2011 as measured by the NYS ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Continue implementation of Balanced Literacy Prototype including Acuity/McGraw Hill Interim Assessments, the Fountas and Pinnell Benchmark Assessment System, literacy pacing calendar, classroom libraries, professional development activities including data driven instruction, curriculum differentiation, literature circles, and 4 Square Writing. Teachers will plan and differentiate lessons based on most recent results of student data. Students will have a 90 minute literacy block consisting of read aloud, shared reading, independent reading, guided reading, literature circles, workstations, reader response and writer's notebooks, modeled writing or shared writing, and independent practice within the writing workshop to support student growth in writing skills. Student-teacher conferences will be stressed during both reading and writing workshops. Will continue to work on higher order questioning skills. Through professional development teachers will work on the questions being asked not only encourage students to think critically but take the lesson "to the next level." Teachers will collaboratively plan during common preps to establish lessons that are thematic to Core Knowledge curriculum. Written conference records will be kept on Student Showcase Portfolios, Guided Reading, the Skill of the Week, Genre of the Month and Acuity Testing. 1:1 Teacher-Student conferencing will occur on what they read, allowing for realistic reading goals for each student. To reduce teacher-student ratio, a teacher push in/pull out model of literacy will be implemented. Those students with severe deficits in reading will be serviced through the SETSS teacher for at-risk services with a focus on Level 1 students in</p>

	<p>Special Education. Continue Read 180, a reading and intensive writing program using technology, providing direct, explicit comprehension instruction for Level 1 and 2 General Education and Special Education students. It uses instructional principles embedded in content designed for self-directed learning. Continue the Rewards Reading Program, providing reading excellence in word attack skills and reading rate development, also addressing oral and silent reading fluency. This scripted program will be utilized with General Education, Special Education and ELL students in all grades who lack word identification skills and are slower oral readers than their peers. Placement of students in reduced class size (Level 1 and 2, including ELL) in all grades, with reduced Student-Teacher Ratio, enabling small group instruction based on assessed needs, individualizes teaching and targets the individual needs of each child. The 37 ½ minute tutorial program will focus on academic progress in both Literacy and Mathematics.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Principal*, Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, SAPIS Worker, Family Assistant, Parent Coordinator Tax Levy, IDEA, Title I, IDEA, PCEN, NYS Legislative Funds, AIS Funds Resources: Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, SAPIS Worker, Family Assistant, Parent Coordinator</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**

(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All Students (ELA) After conducting a needs assessment with the cabinet and the school leadership team and after reviewing the previous year's data, and referring to the NYS accountability report, we felt all students need English Language arts to be a focus so that our school will meet all NYS targets. To increase the percentage of level 3 and level 4 students by 12% in ELA and decrease the percentage of level 1 students by 5% in English Language Arts as measured by the NYS ELA by June 2011.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The programs are developed to include 90 minute balanced literacy blocks which include both reading and writing structured according to NYS ELA standards. A scope and sequence of comprehension strategies and skills are developed to help all students become proficient readers and writers and maintain fluency. Data driven instruction, based on all assessment types, is implemented for differentiated lessons. Inquiry collaboration is provided for teachers to create learning communities and target both lower third identified students as well as low inference observations to determine target populations. Monthly goals are determined through conferencing and assessment reviews. Interdisciplinary lessons are encouraged and professional development provided to support all initiatives.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Principal*, Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, SAPIS Worker, Family Assistant, Parent Coordinator Tax Levy, IDEA, Title I, IDEA, PCEN, NYS Legislative Funds, AIS Funds Resources: Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, SAPIS Worker, Family Assistant, Parent Coordinator</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
**(where relevant) :**

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All Math Teachers After conducting a needs assessment with the cabinet and school leadership, we will implement an action plan for all Math teachers for the 2010-2011 school year. Our goal is to increase the number of level 3 and level 4 students by 11%, while decreasing the number of level 1 students by 5%.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>90 minute blocks are created for optimum instruction and students are grouped based on item skills data from all summative and formative assessments. Small group instruction is enforced using both push-in and pull-out models, Incorporating literacy through content area is encouraged through Time for Kids materials as well as through the Acuity instructional bank. Differentiation of instruction is provided using data and conferencing as well as peer tutoring and after school tutoring. Goals are formulated monthly, for both student and teacher, and skills and strategies are based on the mathematical strands and processes.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Principal*, Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, SAPIS Worker, Family Assistant, Parent Coordinator Tax Levy, IDEA, Title I, IDEA, PCEN, NYS Legislative Funds, AIS Funds Resources: Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, SAPIS Worker, Family Assistant, Parent Coordinator</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

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

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Level 1 and 2 students will receive 37 1/2 minute instruction 3 days a week after school which will focus on ELA and Math skills needed for academic progress.</li> </ul> <p>At Risk SETSS provides small group instruction for targeted, non-mandated students during the school day based on assessed needs.</p> <p>A Push in/ Pull out AIS teacher will provide small group and individualized instruction during the school day to boost differentiation.</p> <p>READ 180 and National Geographic INSIDE will increase comprehension and balanced literacy skills through effective instructional principles imbedded in context and diverse text, within intensive writing and use of technology.</p> <p>At Risk Speech and Language Therapy provides small group instruction during the school day for targeted, non-mandated students based on assessed needs.</p> <p>Teacher supervised Peer Tutoring provided for targeted students at risk of failing required courses</p> <p>Summer School in all grades for targeted Level 1 students (General Education and Special Education, ELL's scoring below proficiency on NYSESLAT) provides small group and individualized instruction with frequency based on assessed needs.</p> <p>Test sophistication in all major subject areas provides skill driven instruction in preparation for NYS ELA , Mathematics, Science and Social Studies assessments during the school day.</p> <p>Book clubs</p> <p>Differentiation techniques applied based on data, using ACUITY, Performance Series and Inquiry Collaboration.</p> <p>Online research tools such as, World Book Online, provides students with independent access to complete interdisciplinary projects.</p>
<b>Mathematics:</b>	<input type="checkbox"/> <p>The 90 minute Extended Block in Mathematics classes (Level 1 and 2) in General Education and Special Education will incorporate small group instruction during the school day in all grades based on need, with extended time given on tasks.</p> <p>A Push In/Pull out AIS teacher will provide small group and individualized instruction during the school day for targeted At Risk students based on assessed needs incorporating Mathematics</p>

	<p>strategies with frequency based on need.</p> <p>At Risk SETSS provides small group instruction during the school day for targeted, non-mandated students based on assessed needs.</p> <p>Teacher supervised Peer Tutoring provided for targeted students at risk of failing required courses (including ELL's), before or after school or during lunch periods, with ongoing progress monitoring.</p> <p>Differentiation techniques applied based on data, using ACUITY, Performance Series and Inquiry Collaboration</p>
<b>Science:</b>	<p><input type="checkbox"/></p> <p>Science instruction at MS 202Q follows the Prototype model customized for middle school science classrooms that utilizes the workshop model coupled with components of the scientific method of discovery. The curriculum follows the NYS Board of Regents guidelines. We focus on inquiry-based and project-based instruction/investigations and hands-on activities. The Scientific method is one approach employed for laboratory and controlled investigations. Teachers promote reading, discussing, and using expository text strategies to understand content. Journal writing and 4-Square writing techniques coupled with small group and differentiated instruction support our students' success. Other areas of writing include written and oral reports, and presentations. Teachers also focus on effective questioning techniques to facilitate productive accountable discussion, investigations and support student growth on the NYS Grade 8 Science exam.</p>
<b>Social Studies:</b>	<p><input type="checkbox"/></p> <p>MS 202Q provides Social Studies instruction aligned with the New York City Standards Social Studies and the New York State Core Curriculum. The Social Studies curriculum focuses on document-based and project-based instruction with reading, discussing, and using expository text strategies. Writing includes journal writing, 4-Square writing techniques, written and oral reports, and presentations. MS 202 teachers work with students in small group and differentiated instruction using effective questioning techniques to facilitate productive accountable discussions and investigations. Teachers employ multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, 8<sup>th</sup> grade exit projects and Applied Learning Standards projects.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><input type="checkbox"/> N/A</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><input type="checkbox"/> N/A</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> N/A
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative 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.

### **Section I. Student and School Information.**

**Grade Level(s)**

**6, 7,8**

**Number of Students to be Served:**

**LEP 75**

**Non-LEP 1028**

**Number of Teachers 11**

**Other Staff (Specify) 1 Supervisor**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

#### Language Allocation Policy Team Composition

Robert H. Goddard Middle School 202 is part of District 27 and is supported by CFN 301. The ESL team consists of the Principal, an Assistant Principal, parent coordinator, literacy coach, as well as the eleven teachers instructing ESL students. Of these teachers 2 are certified ESL teachers. There are 1103 students in attendance. The total number of ELLs is currently 75 comprising 6.8% of the building population. The team meets monthly and has developed an Inquiry portion to the meetings using low inference observations in addition to Inquiry collaboration and Common Core Standards Curriculum mapping.

There are three Freestanding ESL classes that are self contained. There is a push in and a pull out program in place. The pull out portion focuses on beginners. Grade 6 has 28 students that remain together; 15 of them are pulled out for additional support. Grade 7 contains 29 students of which 8 are pulled out, while Grade 8 services 30 students with 7 being pulled out for additional support. During the regular school day all grades meet for seven 42 minute periods.

#### Title III Program

There will be a four hour Saturday Academy for our ESL students that are slated for thirteen Saturday sessions over the course of the 2010-2011 school year. We have purchased the Rosetta Stone program for our English Language Learners to increase their familiarity with learning English and preparing for their NYSESLAT. They were able to use this site during summer school as well as at home. The Saturday program will include three hours of academic instruction, 1 hour of art and either 1 hour of gym or games, as well as breakfast and lunch. There will be five teachers requested for these programs, and will be offered through a posting requesting three teachers with ESL license first working three hours for 13 sessions. In addition, there will be extra curricular-activities; therefore included will be one art teacher and one physical education teacher working 2 hours for 13 sessions. All ELL students will be invited to participate. All of the programs include differentiated instruction and materials for each level of learning, such as Kaplan Test Preparation, leveled libraries, literacy through content areas and a writing focus this year. We intend to begin December 5, 2010 and continue through until April 9, 2011. (12/4, 12/11, 12/18, 1/08, 1/22, 1/29, 2/5, 2/12, 3/5, 3/12, 3/19, and 4/9.)

We will include three levels of learning; beginner, intermediate and advanced. On average each group will consist of 15 students, although none will be turned away. The focus of instruction will be reading, writing, speaking and listening using interdisciplinary sources. We will also focus on test sophistication including NYSESLAT and NYS ELA/Math. Title III funds will pay per session for a supervisor that will maintain safety and ensure high quality instruction within the program and feed the students. Materials to be purchased with title III funds are: Workbooks to support direct instruction. Educational and supplemental materials to support Rosetta Stone for

language development program. Miscellaneous supplies to support student services including art supplies, notebooks, headsets with microphones, pencils, pens, index cards etc.

The ELL population consists of 8 SIFE students that have been considered ELL learners for three years or less and 2 SIFE learners that have been considered ELL students for four – six years. There are no special education SIFE students in this building. In total we have 10 SIFE students. 28 of our present ELL students made gains. Grade 6 has 14 Spanish, 3 Chinese, 8 Bengali, 0 Arabic, 0 Punjabi. Grade 7 has 16 Spanish, 1 Chinese, 8 Bengali, 0 Urdu, 1 Arabic, 0 Punjabi, and 1 Italian. Grade 8 consists of 13 Spanish, 0 Chinese, 4 Bengali, 1 Arabic, 0 Punjabi, 0 Polish, and 1 other. They all attend a free standing English as a Second Language group.

Beginners include 16 in grade 6, 10 in grade 7 and 6 in grade 8 for a total of 34 beginners. The intermediate includes 2 in grade 6, 6 in grade 7, and 6 in grade 8 for a total of 14 intermediate students. Advanced population is 11 in grade 6, 8 in grade 7, and 8 in grade 8 for a total of 27 advanced students. There are 7 x coded students.

The data patterns reveal that writing is the area of weakness across proficiency levels. There are trends revealing either listening/writing or reading/writing as the most needed instruction. It is rare that reading is seen alone as the NYSESLAT scores are analyzed and broken down. However, grade eight reveals more listening/writing instruction is needed than reading/ writing instruction. This analysis will help drive instruction and materials used for instruction. Currently the ELL students follow a balanced literacy prototype and visuals are encouraged as well as speaking for fluency development. As students begin to be administered ELL interim assessments, these results will be analyzed to implement trends found from the data offered by Pearson. Teachers currently use Scholastic Read 180 during their language arts block. This program monitors student progress and allows them to listen and read independently while providing specific data for the teachers to evaluate progress. Some teachers utilize The National Geographic. The name of the program is Inside and it is a holistic, balanced literacy thematic reading and writing program. Both programs have Lexile pre and post tests. Through the content areas, the Great Source Access program is used. The school is a technology school and provides each student with an Apple laptop computer and each classroom has a smart board. Some of the ELL students excel in math. We have noticed a trend in Bengali students struggling in math. There is a trend to score higher on the NYS Math exam than on the NYS ELA exam. These students tend to be able to score near or at NYS standard on their science exam as well. Having translated versions of exams, as well as dictionaries in their native language, enables our students to be more successful on state tests. However, it is clear that the availability of both versions play an important role in the success of the student.

All Interim assessments are analyzed through an item skills analysis and the data is used to drive instruction. Formal and informal assessments for ELL students include all the city and state exams for which they are eligible. Instruction is delivered in several ways. Teachers push in for a co-teaching model to differentiate instruction more cautiously and students are also pulled out to enhance meaning for those who need a more restrictive learning environment. Other programs infused with the ELL learning plan include Wilson and the programming of classes. Transitional students are closely monitored and instruction is differentiated. Conferencing with students allows them to speak, which ELLs need for fluency and practice. Conversation is an important factor in an ELL student success. We have noticed success using Rosetta Stone as students are engaged and self monitoring.

#### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

There is a monthly ELL meeting with administration, coaches and teachers where there is open discussion of which programs are working and which students are making progress as well as those who are showing little movement. Lesson planning is interdisciplinary and our ELL teachers have been attending PD designed specifically for writing, differentiation of instruction and programs offered through the CFN as well as the OELL and Hunter College. Conferencing is also part of our PD plan. On Election Day our ELL teachers will be involved in curriculum mapping using Common Core State standards. We have included a National Geographic Literacy Intervention program to assist students in excelling. At no cost to Title III.

**Section III. Title III Budget**

School: **MS 202**  
 BEDS Code: **342700010202**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11,875.00	<input type="checkbox"/> Saturday for ELL Academy program. 3 teachers x 3 hours x 13 sessions 2 teachers x 2 hours x 13 sessions Saturday for ELL Academy program. Supervisor 1 supervisor x 5 hours x 13sessions  Total amount: \$11,875.00
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,125.00	<input type="checkbox"/> Workbooks such as Kaplan Focus on Reading and Focus on Writing to support direct instruction. Educational and supplemental materials to support Rosetta Stone for language development program. (Rosetta Stone subscriptions are paid for with software money.) Miscellaneous supplies to support direct student services including art supplies, notebooks, headsets with microphones pencils, pens, index cards etc.

<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> N/A</li> </ul>
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## 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.

In accordance with Chancellor's Regulation A-663 as part of our new student registration process, MS 202Q will determine within 30 days of student's enrollment the primary language spoken by the parent of each student registering at MS 202Q. We also determine the primary language of each student enrolled in MS 202Q, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the entire school community to include the Department of Education. The school enters such data in the respective student ATS file and will maintain an appropriate record of the home language in ATS and on the student's Emergency Contact Card.

MS 202Q LAP team conducted an assessment of written translation needs via review of HLIS (Home Language Identification Survey), and outreach by our Parent Coordinator and ESL teacher during parent open houses. Survey indicates that there is a predominant need for translation services in Spanish (59 students), Bengali (22 students), Chinese (3 students) Arabic (2 students) Punjabi (1) Polish (1) and Dutch (1).

MS 202Q LAP team then reviewed the number and types of documents that require written translation. Such documents include school specific documents such as parental contact letters, student curriculum's, letters regarding student activities/school events, newsletters, monthly calendars, code of discipline, and information.

MS 202Q LAP team next surveyed staff for skills required for written translation. Languages that staff members are proficient in are: Spanish, Urdu, Punjabi, French, Greek, Italian and Malayalam. Survey indicates that there is no staff member in the building to translate Chinese, Bengali, Polish and Arabic.

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.

MS 202 distributes and administers the Home Language survey and based on that survey the LAB-R might have to be administered for findings for our school's written translation and oral interpretation needs.

MS 202Q indicates that there is a predominant need for translation services in Spanish, Bengali, Chinese and Arabic. Other languages in the building include Italian and Portuguese.

The school will receive additional data based on enrollment and any parent's that have recently emigrated from another country. Parents will be made aware of their rights through the school, District 27 office, the parent coordinator and through parent involvement activities.

## **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.

MS 202 utilizes the NYCDOE Translation and Interpretation Unit for written translation services. We have numerous documents on hand in the eight covered languages that DOE provides. We have on hand various translated documents such as the Parent Bill of Rights and Responsibilities, Chancellor's Regulation A-663 and attachments, the NYCDOE Discipline Code, translation signs upon entry to the building and in the main office, over one-hundred and ten dictionaries in twelve languages (primarily used for student use in classrooms and on summative assessments), Language Cards (to request over-the-phone interpretation services), the "Blue Language Identification Cards" and Emergency Contact Cards. In addition to those documents and resources provided by the DOE, we make use of the NYCDOE web site for other documents as they become available, and we request translation of various documents during the school year on an as required basis. We plan to provide written translation services such as Parental contact letters regarding student academic, social and emotional growth and Parent notices regarding upcoming school events/activities.

Middle School 202 also has a number of staff members available to translate both verbally and the written text. MS 202Q LAP team next surveyed staff for skills required for written translation. Languages that staff members are proficient in are: Spanish, Urdu, Punjabi, French and Italian. Survey indicates that there is no one in the building to translate Chinese, Bengali, Polish and Arabic. Other languages we will actively search for translation are Philippine, Hindi and Urdu.

These written translation services meet the needs of ELL families that are all fully included in the school community and communication process. Such communication fosters the home-school connection and strengthens a family's ability to work in partnership with the school.

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.

Process for surveying oral translation needs was the same as surveying for the written translation needs. Knowing our student population and our translation and interpretation needs to service our students and community, we have on staff several members who can provide oral interpretation. Where we do not have resident language skills, we have requested such from the DOE via the Interpretation Request Form. These are normally more formal setting such as parent teacher conferences, parent involvement sessions planned by our Parent Coordinator, new parent “Welcome Meetings” and conferences with administration, guidance and academy facilitators. In emergency situations, where no other means is available to communicate with a parent, a responsible student may be asked to provide “general/non-confidential interpretation support. Such services are essential towards creating positive relations with families and best meeting the academic, emotional and social growth of children. Oral translation will be provided in the following languages: Spanish, Urdu, Punjabi, French, Greek and Italian. We plan to actively reach out to other schools for an oral translator in the following languages: Bengali, Chinese, Arabic, Philippine, Hindi, Polish and Urdu.

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>.

In September, ELL students are identified and families notified of a parent orientation that they are invited to attend. Letters are sent home to the families regarding the time and place of the orientation. Letters are both in English and the native language of the family and describe the various programs available for the child. Parents are encouraged to bring along a translator to assist them in understanding this process. Descriptions of the free standing ESL model, dual language model and bilingual programs are included in the letter. If the family is unable to attend the orientation, they can select the program of choice via the letter sent home. During the orientation, a DVD is shown that describes the various ELL programs that are available for their child and the process whereby a parent selects the program best suited for their child. The program descriptions include the freestanding ESL program, bilingual education and the dual language model. Information regarding best practices in supporting the ELL child is presented at the workshop/orientation as well.

The Parent Coordinator will provide ongoing workshops and promote region and district forums and training sessions. With the PC, we will conduct massive outreach efforts to all constituencies within school including a lending library, health and nutrition, financial and social support services, and information/workshops on standards, assessments, and new reading curriculums. The PC will also provide group sessions for parents as an opportunity to share common experiences, gain emotional support, and learn practical parenting and problem solving from other members. Parents will be informed of meetings through echalk, MS 202 website, teacher emails through engrade or other grading tools online, back-pack letters, the Department of Education website, and the MS 202 main office.

Parent/Families of students in MS 202 will be provided resources and training to help their children improve the acquisition of English Language Arts skills with an emphasis on support resources and community services available to assist parents in helping their child’s academic growth.

Parents of the MS 202 school community will be provided Oral and Written Translation Services to support the academic, social and emotional growth of their children in a language they understand. We especially invited parent input and encourage parental partnerships. Our Parent Coordinator is our first point of contact. In addition to her numerous duties, she resolves issues, maintains good and open

communication between parents and teachers, and spearheads almost all of the special events in our school. Additionally, she conducts a variety of parent workshops including health and nutrition, child safety, curriculum, standardized tests, high school preparation and its application process.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$633,006.00	\$31,502.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6330.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,650.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$63,300.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
90.4%

6. If the percentage of high quality teachers during 2009-2010 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.

- Supervisors conduct regular professional development during the school day, both individually and in groups
- Teacher inter-visitation and collaboration is scheduled and encouraged
- Professional Development is scheduled monthly on Saturday and after school
- Availability for teachers (not highly qualified) to attend college accredited courses in their subject area
- Brienza Academic learning supported professional development

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

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

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

□

#### Statement of Parent Involvement Policy

Robert H. Goddard Middle School 202

MS 202 Queens is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful. (Including ARIS parent link workshops, attendance seminars, etc.)
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

- will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Assembly will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs.

Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high

standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Robert H. Goddard MS 202 Queens Parent Compact/Title 1

MS 202 agrees to implement the following statutory requirements:

- The school has placed into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school ensures that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school incorporates this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school involves the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

MS 202 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Parents and school staff will meet to develop the parent involvement plan.
- Parent Coordinators facilitate parental involvement activities in collaboration with the parents’ association.

- At the regional level, the Office of Parent Support monitors all parental involvement activities.
- A comprehensive range of opportunities for parent to become informed, in a timely way about how the program will be designed, operated and evaluated will be established.
- After consultation with and review by parents, a written plan will be established to insure parents are involved in the planning, design and implementation of programs.
- The school will provide such reasonable support for parental involvement activities as parents may request.
- The School Leadership team will be involved in the planning to involve parents.
- All parents will be informed and invited to meetings to explain programs in an understandable, uniform format in a language the parents can understand.
- Monthly PAC and DAC meetings each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change.
- Parents will participate in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, multicultural fairs, school assemblies, trips and other special events.
- Funds (a minimum of 1%) may be provided for parent trips related to school and parental involvement activities.
- School visits by parents to view school based programs and activities will be supported.

MS 202 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- By late fall, the Leadership Team will review the current school and district CEPs and begin to identify preliminary priorities for the following year. They will consult the schools' constituencies about those preliminary priorities and assess additional needs.
- By early spring, the SLT Team will have completed a thorough assessment using a review of the NYC school survey and all available data, to evaluate the effectiveness of current strategies in meeting the needs of students to inform the development of the next year's CEP and budget.
- The Parent association and Parent Coordinator will hold workshops to explain curriculum and standards, and to stress the importance of getting actively involved in their child's education.
- Emphasis will be placed on the fact that parents as partners in education will influence student achievement in school and throughout life.
- The school community will work together to support learning and to determine the school's educational direction—our vision, goals, priorities, and strategies to achieve that vision.
- All parents will be strongly encouraged to attend PT conferences in order to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to achieve this goal.

Our Parent Coordinator will provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities. The Parent Coordinator will:

- Serve as an ombudsman and facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.
- Conduct outreach to engage parents in their children's education
- Convene regular parent meetings and events around topics of key concerns to parents

- Attend parent meetings along with the principal, where appropriate.
- Work with the school parent association, where needed, to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660.
- Serve as a school liaison to Central parent and Regional parent support staff.
- Maintain ongoing contact with community organizations that are involved with providing services to the school's educational program.
- Organize back to school and other events to increase parental and community involvement and creates a welcoming school environment to parents.
- Provide information to parents on child abuse, crisis intervention, suicide prevention, health related issues, service agencies, reducing gang involvement and violence prevention.
- Our Parent Coordinator will hold workshops to instruct parents on how they can assist their child at home with homework.
- Our AIS staff, COACH will explain standardized exams to parents at PTA conferences and Parent Coordinator meetings. They will also give strategies for parents to assist their child in practicing for these exams.

#### School Responsibilities

- The school is committed to providing the best educational environment possible for all students.
- The school will encourage and strengthen the communication between the school and the home.

#### MS 202 Queens will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards, telephone calls, e chalk, and progress reports.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as needed by parents and interested parties.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will hold the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent possible, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the district-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

#### Student Responsibilities

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

- Do homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

### **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.

□

1. The School Leadership Team comprised of administrators, teachers and parents perform a Performance Assessment Schools System-wide review in order to enable the leadership team to develop, review and revise the Comprehensive Educational Plan (CEP). The strategies developed must include effective, scientifically based methods for the delivery of high-quality first instruction to all students including disaggregated subgroups, as well as Academic Intervention Services (AIS) for students who score below the State-designated performance level on State assessments and/or who are at risk of not achieving the State standards. Questions relating to school climate, social environment, CEP development, curriculum, instruction and assessment, instructional practice, professional development, support services, parent involvement, resources, etc., were answered and then reviewed to assess how well our school is performing, the effectiveness of the current instructional programs, how thoroughly our CEP has been implemented and which sections of the CEP to modify or revise.

Individual student and other school data are reported to school staff and parents. Results are disseminated in a timely manner and in an informative format. Parents are invited to work sessions, PTA and leadership meetings to receive information regarding standardized tests and results. Using ARIS and ACUITY is another option for parents. (Workshops for parents are provided to learn how to navigate these information reporting sites). Information for the parents is communicated in the following manner:

- 1) e-Chalk web site
- 2) School Leadership meetings
- 3) PTA Meetings
- 4) Student report cards
- 5) Progress Reports
- 6) School Messenger

- 7) Parent-Teacher Conferences
- 8) Standardized Test Reports
- 9) Interim Test Reports (ACUITY- Periodic Assessment website)
- 10) Attendance Reports
- 11) ARIS Parent Link
- 12) Referrals
- 13) Promotion in Doubt Letters
- 14) Awards Assemblies

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



Students are offered before school programs for strategies on the Specialized High School testing program.

Academic Intervention programs take place before, during and after school, particularly for test sophistication.

Reduced class size with push-in and pull-out service providers

Drama, art and physical education activities offered before, during and after school hours

Continue to purchase materials that support scientifically based programs such as National Geographic Literacy

ARP classes and SP sections are available as an accelerated curriculum

Subgroups are provided with Saturday programs, assemblies, counseling, guidance, Sapis counselor, career and college awareness, mentoring for new teachers, support groups, student government opportunities and participation in school performances.

Book clubs and AIS are consistent with and are designed to implement State and local improvement.

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.

This year we have added a 37 1/2 minute after school intervention program. This provides students identified in the lowest third in either ELA or Math, as evidenced by their NYS test scores, with academic intervention working in small groups. Students are grouped accordingly and review skills and strategies to improve academic progress.

- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- All recruited teachers will be appropriately certified. Principals in collaboration with the Regional Operations Centers' Personnel Manager and Liaisons will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYSS Education Department.

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.

- The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference days. Professional development will be on-going at bi-monthly grade conferences, monthly faculty conferences, as need provided by the coaches, before and after school opportunities.

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

-

The Principal, in collaboration with the Integrated Service Centers' (ISC) Personnel Manager and Liaisons, will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. The Principal, in collaboration with the above mentioned ISC and working with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. In addition, teaching observers and teaching fellows working in our building, enables our teachers to obtain credits toward their degrees, be it a master's degree or a salary differential.

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

□

The school will continue to implement the position of a full time Parent Coordinator whose responsibility will be to promote engagement and address parent concerns and questions.

The staff at Robert H. Goddard Middle School 202 understands the importance of parental involvement in a child's education. Therefore, we will actively solicit and encourage the participation of parents in their children's education.

The parents of the Goddard Middle School community desire to be an integral part of their children's education and are dedicated to working with the school to optimize the educational process.

This plan is a joint collaboration to improve parental involvement at Goddard Middle School 202. This plan will address three pivotal elements that we consider essential to sustained and significant parental involvement. They are a school council made up of school personnel and parents to annually review and revise the plan, strategies to incorporate parents in a meaningful way in the educational process, and communication between the school and parents.

#### I. SCHOOL COUNCIL

Since, the Middle School 202 parent population has voted to have their Title I committee be a subcommittee of the PTA in accordance with the PTA Bylaws, and have elected the President as the Title I representative.

The Executive Board shall meet with Principal and will review the Comprehensive Education Plan (CEP), the School-Parent Compact, and the Parent Involvement Policy (PIP). If necessary, other parent members can be elected to the Parent Committee (noted as the School Council).

The council will be compelled to meet a minimum of three times during the school year. At the first meeting a chairperson will be elected. This person will be responsible for conducting meetings, setting future meeting dates, and notifying other members of such. A school administrator may not serve as chairperson.

The council is responsible for reviewing and revising the School Level Parent Involvement Plan. Steps for accomplishing this task should include obtaining input from all parents, reaching consensus on any changes to the plan, follow-up to determine compliance, and

assessment of new strategies to determine their effectiveness. At the end of the year the last duty of the council will be to provide an orientation for the new members.

Council will solicit recommendations from the parents for next year's CEP, and will then present those recommendations to the School Leadership Team and provide recommendations for Title I expenditures in alignment with the goals of the CEP.

## II. STRATEGIES FOR PARENTAL INVOLVEMENT

- a) Each parent, student, and teacher will be asked to sign a Parent-Student-Teacher Compact.
- b) An Open House will be held at the beginning of each school year to orient the parents to the school.
- c) Each year, the district and/or school will host a Title I meeting to which all parents are invited. The purpose of the meeting is to inform the parents of the school's level of participation with the Title I program, the requirements of Title I, and the right of the parent to be involved in the school.
- d) Invite parents throughout the year to special events such as The Hispanic Heritage Program, School Plays, Awards Assemblies, Science Fair, school-wide Book Fair and other special classroom activities.
- e) Encouraging meetings at a variety of times, such as morning and evenings, in order to maximize the opportunities for parents to participate in school-related activities.
- f) Parents will be appointed to various committees, such Parental Involvement and School Improvement Planning
- g) Input will be solicited from parents through letters and survey to improve school effectiveness.
- h) The school will promote the PTA.
- i) Encourage reading together with the Family Reading Program.
- j) Schedule Parent-Teacher Conferences and IEP meetings so parents can attend at their convenience.
- k) Encouraging the formation of partnerships between schools and local businesses that include a role for parents.
- l) Providing resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their children.
- m) Approving reasonable and necessary expenses associated with parental involvement activities.
- n) Providing any reasonable support for parental involvement at the request of participating Title I parents.

## III. COMMUNICATION

- a. The school will provide parents a copy of the Parent Involvement Plan.
- b. The school will keep an updated website. Items on the website will include a Teacher Directory, Homework Hotline Directory, the Handbook, an Information Page, and a schedule of special events.
- c. Each year, parents will be given a copy of the Handbook, Dress Code, Code of Behavior.
- d. Each month parents will receive a calendar, cafeteria menus, various other notices and memos.
- e. Each teacher will be responsible for informing the parents of assessments used in his/her class, expectations, and the curriculum to be covered.
- f. Teachers will update daily the homework hotline.

- g. A school newsletter will be published monthly.
- h. Parents are notified by phone, email or letter if there is a discipline, attendance, health, or academic problem.
- i. Reminder notes will be sent home before special events.
- j. All parents will be invited by letter to the annual Title I meeting.
- k. Parents will have the opportunity to contact the Parent Coordinator at any time for help in any situation that may arise.

s parents' questions and concern.

Below is the letter sent to parents from the parent coordinator:

Dear Parent/Guardian:

We value your role in working to help your child achieve high academic standards. The purpose of the school-parent compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education. The following information will serve as an outline of various ways you and the school staff can build and maintain a partnership of shared responsibility for your child's learning.

School's Responsibility:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards (Assist all students in meeting the State Standards and Objectives as well as making Adequate Yearly Progress (AYP)).
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
- Provide opportunities for ongoing communication between you and teachers through:
  - Semi-annual parent/teacher conferences
  - Frequent reports regarding your child's progress, and
  - Opportunities to talk with members of the staff, volunteer in class, and observe classroom activities.
- Provide the staff with appropriate professional development activities.
- Maintain highly qualified teachers.
- Provide a safe and secure learning environment.

Parent's Responsibility:

- Ensure that my child attends school daily and arrives to school on time.
- Encourage my child to follow the rules and regulations of the school.
- Monitor my child's homework.
- Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child.
- Volunteer in my child's school if time or schedule permits.
- Communicate positive information regarding teachers, principals, coaches, and other campus personnel when discussing school with my child.
- Seek information regarding my child's progress by conferencing with teachers, principal and other school personnel.

Student's Responsibility:

- Attend school regularly.
- Complete and turn in all classroom and homework assignments on time.

- Accept responsibility for my own actions.
- Show respect for myself, other people, and property.
- Make the effort to do my best to learn.
- Resolve conflicts peacefully.

School, Parents, and Student Responsibilities:

- High student expectation.
- Improve student academic achievement.
- Build and develop a partnership to assist the children of the community achieve high academic standards.

Please review this compact with your child. The contents of the compact may be discussed with you during a parent/teacher conference as it relates to your child's school progress.

Thank you for your support and involvement in your child's education. For more information please contact the person below.

---

William M. Fitzgerald, Principal

I have read and discussed the contents of the document with my child as it relates to his/her education.

---

Student Signature

---

Parent/Guardian Signature

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 specifically 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" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**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.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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.  
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
 N/A
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;  
 N/A
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
 N/A
  - c. Minimize removing children from the regular classroom during regular school hours;  
 N/A
4. Coordinate with and support the regular educational program;  
 N/A
5. Provide instruction by highly qualified teachers;  
 N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

## **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>

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### **Part A:**

#### **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.)  
5

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

In accordance with CRA-780, MS 202 provides equal access to students in temporary housing as provided to all children permanently housed in the local community to include enrollment support, medical support, free school meals, transportation via DOE provided school buses or Metro Cards, attendance tracking and support, guidance support and before and after-school programs in the same manner as provided to all students. Our Family Assistant provides family related support, community outreach and referrals and services as families move or transition into permanent housing. Our Parent Coordinator provides McKinney-Vento Act Guides and Residency Questionnaires in accordance with Attachment #2 of CRA-780.

### **Part B:**

**Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

5

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

In accordance with CRA-780, MS 202 provides equal access to students in temporary housing as provided to all children permanently housed in the local community to include enrollment support, medical support, free school meals, transportation via DOE provided school buses or Metro Cards, attendance tracking and support, guidance support and before and after-school programs in the same manner as provided to all students. Our Family Assistant provides family related support, community outreach and referrals and services as families move or transition into permanent housing. Our Parent Coordinator provides McKinney-Vento Act Guides and Residency Questionnaires in accordance with Attachment #2 of CRA-780.

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.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_27Q202\_020311-163417.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 301</b>	District <b>27</b>	School Number <b>202</b>	School Name <b>Robert H. Goddard</b>
Principal <b>William Fitzgerald</b>	Assistant Principal <b>Stacy Mizrahi</b>		
Coach <b>Antoinette Tucci</b>	Coach <b>Vinna Deninno</b>		
Teacher/Subject Area <b>Louise Michlin/ESL</b>	Guidance Counselor <b>Phyllis Ehrlich</b>		
Teacher/Subject Area <b>James Stephen/ESL</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>Sue Perrone/Language Arts</b>	Parent Coordinator <b>Judy Rea</b>		
Related Service Provider <b>Christine Moroney</b>	Other <b>type here</b>		
Network Leader <b>Joanne Bruscella</b>	Other <b>type here</b>		

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>9</b>

#### C. School Demographics

Total Number of Students in School	<b>1080</b>	Total Number of ELLs	<b>67</b>	ELLs as Share of Total Student Population (%)	<b>6.20%</b>
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### Part II: ELL Identification Process

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

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

#### ELL Identification Process

The parent or guardian of all new admits to New York City schools, whether they come from another country, another school district or a private school, must fill out the Home Language Identification Survey form. Depending on their response, the student may receive the Lab-R assessment. If they are administered a LAB-R it is administered within 10 days of the student registering. The pedagogue(s) responsible for conducting the initial informal and formal screenings are one of our highly qualified ESL teachers. We annually evaluate ELLs using the results of the NYSESLAT. We use the breakdown of listening, speaking, reading, and writing for each ELL to determine the proper differentiated instruction. By doing so, we ensure they reach their individual language acquisition goals. Also All interim assessments are analyzed through an item skills analysis all the Data is used to drive instruction.

In September, ELL students are identified and families notified of a parent orientation that they are invited to attend. Letters are sent home to the families regarding the time and place of the orientation. Letters are both in English and their native language and describe the various programs available for the child. Descriptions of each program are included in the letter. Parents who are unable to attend orientation are permitted to send their program choice via the letter sent home. During the orientation, a DVD is shown that describes the various ELL programs and the process whereby a parent selects the program best suited for their child. Information regarding best practices in supporting the ELL child is presented at the workshop/orientation as well.

Our parent coordinator and our pupil personnel secretary ensures that entitlement letters are distributed as soon as the child is identified as an ELL. Parent surveys are returned and program selections are returned either at the orientation by the parent or by the child when they return to school.

We offer a Freestanding ESL program that is self-contained. After reviewing their results from the Lab-R and if the parent chooses that program we place the ELL as soon as possible.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	1	1					3
<b>Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	13
SIFE	12	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	43	8	2	18	2	5	6	0	2	67
<b>Total</b>	43	8	2	18	2	5	6	0	2	67

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	16	13					43
Chinese							2	0	0					2
Russian							0	0	0					0
Bengali							7	7	4					18
Urdu							0	0	0					0
Arabic							0	1	1					2
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	1	1					2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>25</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>67</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### ELL Programming

MS 202 has a Freestanding ESL program, which consists of three self-contained ESL classes. This ensures that our students will receive the mandated number of instructional minutes according to proficiency levels in each model. They travel together, however beginners are pulled out for more focused attention on phonics, thematic development, vocabulary building, listening skills, grammar and development of fluency. Writing is also a part of the program. Visuals are an important ingredient in developing language skills, vocabulary, and basic comprehension strategies incorporated into all subject areas. This includes the use of technology; Smartboard tools, computers and headphones, media literacy and leveled libraries. More specific content area instruction is differentiated using graphic organizers, ACUITY for interdisciplinary skills (ie: using non-fiction text passages) and thematic concepts to enhance meaning.

ELL students are self-contained in grades 6, 7, and 8. ESL instruction is in accordance with the CR-154 with beginner and intermediate

students receiving 360 minutes per week of ESL instruction and advanced ELLs receiving 180 minutes per week of ESL instruction along with 180 minutes per week of ELA instruction. Former ELL students and SIFE students are also placed in the respective self-contained grade level class. Classes are programmed as “double blocks” to the maximum extent possible utilizing the NCDOE Balanced Literacy model with a reading and writing workshop. Emphasis is placed on strong teacher modeling of literacy skills and a weekly reading strategy, weekly grammar focus, and a monthly writing genre focus. In reading the primary focus is on “The Seven Habits of Effective Readers” and multiple choice reading strategies. In writing the primary emphasis is writing conventions, teacher support during the writing cycle, peer revision and editing, celebration of student work and oral presentation.

Through content areas the Great Source Access program is used. MS 202 is a technology school and provides each student with an Apple laptop computer and each classroom has a SmartBoard interactive white board. Many of the ELL students excel in math. There is a trend to score higher on the NYS Math than on the NYS ELA exam. These students tend to be able to score near or at NYS standard on the NYS science exam as well. Having translated versions of exams as well as dictionaries in their native language, enable them to perform higher on state tests. However, it is clear that the availability of both versions play an important role in the success of ELL students.

Instruction is developed in several ways. Teachers push-in for a co-teaching model to differentiate instruction more cautiously and students are also pulled out to enhance meaning for those who need a more restrictive learning environment. Other programs infused with the ELL learning plan include Wilson and the programming of classes. Long term ELLs often benefit from Wilson and often need assistance in writing. Wilson is also used for beginner ELL students to assist in pronunciation and phonics. Transitional students are closely monitored and instruction is differentiated. Conferring with students allows them to speak, which ELLs need for fluency and practice. We investigated the use of the Rosetta Stone program and have purchased 40 subscriptions to accommodate the beginner and intermediate ELLs. The data patterns reveal that writing is the area of weakness across the proficiency levels. There are trends revealing either listening/writing or reading/writing as the most needed instruction. It is rare that reading is seen alone as the NYSESLAT scores are analyzed and broken down. Analysis of this data helps to drive instruction and materials used for instruction. As students begin to be administered ELL interim assessments, these results will be analyzed to implement trends found from data offered by Pearson. Teachers currently use Scholastic Read 180 during Language Arts block. This program monitors student progress and allows them to listen and read independently while providing specific data for the teachers to evaluate progress.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### **Native Language Arts and Native Language Support**

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

### B. Programming and Scheduling Information--Continued

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

#### Continue Part IV

We utilize some very valuable targeted instruction programs for ELLs, in ELA, math, and other content areas. For beginners and low intermediate we implement Rosetta Stone to immerse them in the English language by practicing speaking, listening, reading in the English language. Wilson is used as a pull-out program for beginners in their development of letter/sound recognition and word meaning. Wilson is also implemented to long term ELLS, which assists them in reading fluently to provide better meaning of what they read. ELA teachers implement Read 180 to advanced and high intermediate ELLs. This program enhances their understanding of what is being reading. There is a mini lesson, a guided portion, an independent reading portion and a writing portion to the Wilson program. For other content areas teachers use The Great Source Access program.

For continuing transitional support for ELLs reaching proficiency on the NYSESLAT we have them continue with ESL self-contained structure if there is room. There they get extra services and support they need to reach higher goals in reading and writing. Transitional students will remain getting the extra time allotted for informal and formal assessments for their two years of transition period.

We will continue to use Read 180, Rosetta Stone, Kaplan, which is implemented to ELLs in the Saturday Academy for the upcoming school year.

ELLs are afforded equal access to all school programs. There is the 37 1/2 minutes, which is used for ELLs to become more comfortable and knowledgeable of the English language. Also there is a Saturday ELL Academy for beginners and for enrichment. The ELLs meet for four hours on seven scheduled Saturdays. All ELLs are invited to participate. All of our programs include differentiated instruction and materials for each level of learning.

Each student is given an Apple computer that allows the teacher to implement lessons of all areas on the computer. The SmartBoards in each classroom are interactive. There are many interactive lessons, where after strong modeling, ELLs can have a hands-on experience interacting with the SmartBoard. It also allows the ELLs to have a greater sense of ownership for their learning.

Native language support is delivered in content areas through translated texts, textbooks, websites for interpretation and translation and dictionaries.

Required services support and resources correspond to ELLs ages and grade levels.

Language electives are offered to ELLs. Spanish, Italian, and French are the language electives that are offered to ELLs.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

#### Professional Development

The ELL personnel are trained to assess, interpret and implement data to meet the needs of their students. The use of Rosetta Stone, ELL Interim assessments, NYSESLAT, Read 180 and National Geographic Inside (an intervention reading program) is turn-keyed during the course of the school year. Each week study groups are set-up during common preps, departments meet monthly to discuss student progress and materials, and after school professional development is offered throughout the school year. We have Inquiry Teacher Collaboration groups targeting ELL students specifically. They meet each Monday for 37 1/2 minutes. The LSO/CFN also offers ELL professional development as does the OELL, which we send teachers to.

We support our staff with appropriate materials, professional development, inquiry groups, an ESL coach (staff developer), time to assess and read data, so that the transition students are clearly defined and their needs are met using item skills analysis, extended time, dictionaries and content specific glossaries, as well as the interpreted versions of NYS exams in the native language, if needed.

The above situations address the 7.5 hours of ELL training for all staff.

### E. Parental Involvement

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

#### Parental Involvement

With over 6% of our student body being Ells, we reach out to our parents in many ways. They are invited to PTA; parent workshops developed with our parent coordinator, teacher conferences and can also utilize our Rosetta Stone program using their child's password. We have our website and e-chalk filled with relevant information and have participated in Epals, a parent/school communication tool via the Internet. Our CFN provides a calendar and parents are invited to participate in functions that may occur, such as a culminating project, an international feast, performances of both dance, talent and drama. We evaluate the needs of the parents through open communication, PTA meetings, guidance counselors, deans, etc. Then we are able to determine what activities address the needs of the parents. We send back pack letters in native language as well.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	8	5					18
Intermediate(I)							6	8	6					20
Advanced (A)							12	8	8					28
Total	0	0	0	0	0	0	23	24	19	0	0	0	0	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	10	0	0	16
7	11	8	1	0	20
8	2	10	0	0	12
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2	3	10	2	4	0	2	0	23
7	2	3	4	1	4	1	0	0	15
8	6	1	7	3	2	1	0	0	20
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12	0	12	0	11	0	4	0	39
8	0	1	0	0	0	0	0	0	1
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	15	0	8	0	15	0	1	0	39
8	0	1	0	0	0	0	0	0	1
NYSAA Bilingual Spe Ed									0

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

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

results to help us share what works best. ELLs become more proficient taking tests as they review their previous assessments, conference with their teachers and write, get more familiar with 'test language' and format. Our proficiency levels have elevated year after year. We use the ELL interim assessments to determine which skills are needed instructionally. Benchmarks are created to evaluate our programs success. We also allow our ELLs to read aloud and our teachers model what good readers do. Often our lessons are thematic so these students can immerse themselves in the topic.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 202 Robert H. Goddard					
<b>District:</b>	27	<b>DBN:</b>	27Q202	<b>School</b>		342700010202

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		90.8	93.9	94.1
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	323	343	325				
Grade 7	359	365	394				
Grade 8	387	387	388				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	2				
<b>Total</b>	<b>1070</b>	<b>1096</b>	<b>1109</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.5	93.7	94.8

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	50.5	76.4	76.5

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	121	31

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	17	18	19

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	62	63	65	Principal Suspensions	45	54	57
# in Collaborative Team Teaching (CTT) Classes	25	22	34	Superintendent Suspensions	15	10	21
Number all others	53	57	56				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	67	74	TBD	Number of Teachers	83	65	78
# ELLs with IEPs	5	17	TBD	Number of Administrators and Other Professionals	15	16	12

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	2	6

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
	1	2	15	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	75.9	70.8	78.2
				% more than 5 years teaching anywhere	51.8	56.9	65.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	83.0	87.2
American Indian or Alaska Native	0.7	0.6	0.6	% core classes taught by "highly qualified" teachers	97.5	96.9	98.3
Black or African American	10.7	9.9	10.0				
Hispanic or Latino	43.6	45.1	45.9				
Asian or Native Hawaiian/Other Pacific	31.6	33.4	33.5				
White	12.9	10.2	9.1				
Male	51.2	49.8	50.3				
Female	48.8	50.2	49.7				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	51.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN:27Q202**

*All Title I SWP 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:	531,726	31,187	562,907
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,330	315	6,645
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	31,650	*	
4. Enter the anticipated 10% set-aside for Professional Development:	63,300	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90.4%
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.

- Supervisors conduct regular professional development during the school day, both individually and in groups
- Teacher inter-visitation and collaboration is scheduled and encouraged
- Professional Development is scheduled monthly on Saturday and after school
- Availability for teachers (not highly qualified) to attend college accredited courses in their subject area
- Brienza Academic learning supported professional development

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

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

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

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Statement of Parent Involvement Policy  
Robert H. Goddard Middle School 202

MS 202 Queens is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful. (Including ARIS parent link workshops, attendance seminars, etc.)
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.

- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Assembly will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**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.

Robert H. Goddard MS 202 Queens Parent Compact/Title 1

MS 202 agrees to implement the following statutory requirements:

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
  - that parents are encouraged to be actively involved in their child's education at school;
  - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

Resource Center in the State.

MS 202 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Parents and school staff will meet to develop the parent involvement plan.
- Parent Coordinators facilitate parental involvement activities in collaboration with the parents' association.
- At the regional level, the Office of Parent Support monitors all parental involvement activities.
- A comprehensive range of opportunities for parent to become informed, in a timely way about how the program will be designed, operated and evaluated will be established.
- After consultation with and review by parents, a written plan will be established to insure parents are involved in the planning, design and implementation of programs.
- The school will provide such reasonable support for parental involvement activities as parents may request.
- The School Leadership team will be involved in the planning to involve parents.
- All parents will be informed and invited to meetings to explain programs in an understandable, uniform format in a language the parents can understand.
- Monthly PAC and DAC meetings each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change.
- Parents will participate in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, multicultural fairs, school assemblies, trips and other special events.
- Funds (a minimum of 1%) may be provided for parent trips related to school and parental involvement activities.
- School visits by parents to view school based programs and activities will be supported.

MS 202 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- By late fall, the Leadership Team will review the current school and district CEPs and begin to identify preliminary priorities for the following year. They will consult the schools' constituencies about those preliminary priorities and assess additional needs.
- By early spring, the SLT Team will have completed a thorough assessment using a review of the NYC school survey and all available data, to evaluate the effectiveness of current strategies in meeting the needs of students to inform the development of the next year's CEP and budget.
- The Parent association and Parent Coordinator will hold workshops to explain curriculum and standards, and to stress the importance of getting actively involved in their child's education.
- Emphasis will be placed on the fact that parents as partners in education will influence student achievement in school and throughout life.
- The school community will work together to support learning and to determine the school's educational direction—our vision, goals, priorities, and strategies to achieve that vision.

- All parents will be strongly encouraged to attend PT conferences in order to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to achieve this goal.

Our Parent Coordinator will provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities. The Parent Coordinator will:

- Serve as an ombudsman and facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.
- Conduct outreach to engage parents in their children's education
- Convene regular parent meetings and events around topics of key concerns to parents
- Attend parent meetings along with the principal, where appropriate.
- Work with the school parent association, where needed, to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660.
- Serve as a school liaison to Central parent and Regional parent support staff.
- Maintain ongoing contact with community organizations that are involved with providing services to the school's educational program.
- Organize back to school and other events to increase parental and community involvement and creates a welcoming school environment to parents.
- Provide information to parents on child abuse, crisis intervention, suicide prevention, health related issues, service agencies, reducing gang involvement and violence prevention.
- Our Parent Coordinator will hold workshops to instruct parents on how they can assist their child at home with homework.
- Our AIS staff, COACH will explain standardized exams to parents at PTA conferences and Parent Coordinator meetings. They will also give strategies for parents to assist their child in practicing for these exams.

#### School Responsibilities

- The school is committed to providing the best educational environment possible for all students.
- The school will encourage and strengthen the communication between the school and the home.

#### MS 202 Queens will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards, telephone calls, e chalk, and progress reports.

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

#### Parent Responsibilities

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

learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the district-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

#### Student Responsibilities

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

Specifically, we will:

- Do homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every

### 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.

1. The School Leadership Team comprised of administrators, teachers and parents perform a Performance Assessment Schools Systemwide review in order to enable the leadership team to develop, review and revise the Comprehensive Educational Plan (CEP). The strategies developed must include effective, scientifically based methods for the delivery of high-quality first instruction to all students including disaggregated subgroups, as well as Academic Intervention Services (AIS) for students who score below the State-designated performance level on State assessments and/or who are at risk of not achieving the State standards. Questions relating to school climate, social environment, CEP development, curriculum, instruction and assessment, instructional practice, professional development, support services, parent involvement, resources, etc., were answered and then reviewed to assess how well our school is performing, the effectiveness of the current instructional programs, how thoroughly our CEP has been implemented and which sections of the CEP to modify or revise.

Individual student and other school data are reported to school staff and parents. Results are disseminated in a timely manner and in an informative format. Parents are invited to work sessions, PTA and leadership meetings to receive information regarding standardized tests and results. Using ARIS and ACUITY is another option for parents. (Workshops for parents are provided to learn how to navigate these information reporting sites). Information for the parents is communicated in the following manner:

- 1) e-Chalk web site
  - 2) School Leadership meetings
  - 3) PTA Meetings
  - 4) Student report cards
  - 5) Progress Reports
  - 6) School Messenger
  - 7) Parent-Teacher Conferences
  - 8) Standardized Test Reports
  - 9) Interim Test Reports (ACUITY- Periodic Assessment website)
  - 10) Attendance Reports
  - 11) ARIS Parent Link
  - 12) Referrals
  - 13) Promotion in Doubt Letters
  - 14) Awards Assemblies
2. Schoolwide reform strategies that:
- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Students are offered before school programs for strategies on the Specialized High School testing program.  
Academic Intervention programs take place before, during and after school, particularly for test sophistication.  
Reduced class size with push-in and pull-out service providers  
Drama, art and physical education activities offered before, during and after school hours  
Continue to purchase materials that support scientifically based programs such as National Geographic Literacy  
ARP classes and SP sections are available as an accelerated curriculum  
Subgroups are provided with Saturday programs, assemblies, counseling, guidance, Sapis counselor, career and college awareness, mentoring for new teachers, support groups, student government opportunities and participation in school performances.  
Book clubs and AIS are consistent with and are designed to implement State and local improvement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.  
This year we have added a 37 1/2 minute after school intervention program. This provides students identified in the lowest third in either ELA or Math, as evidenced by their NYS test scores, with academic intervention working in small groups. Students are grouped accordingly and review skills and strategies to improve academic progress.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All recruited teachers will be appropriately certified. Principals in collaboration with the Regional Operations Centers' Personnel Manager and Liaisons will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYSS Education Department.

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.

The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference days. Professional development will be on-going at bi-monthly grade conferences, monthly faculty conferences, as need provided by the coaches, before and after school opportunities.

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

The Principal, in collaboration with the Integrated Service Centers' (ISC) Personnel Manager and Liaisons, will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. The Principal, in collaboration with the above mentioned ISC and working with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. In addition, teaching observers and teaching fellows working in our building, enables our teachers to obtain credits toward their degrees, be it a master's degree or a salary differential.

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

The school will continue to implement the position of a full time Parent Coordinator whose responsibility will be to promote engagement and address parent concerns and questions.

The staff at Robert H. Goddard Middle School 202 understands the importance of parental involvement in a child's education. Therefore, we will actively solicit and encourage the participation of parents in their children's education.

The parents of the Goddard Middle School community desire to be an integral part of their children's education and are dedicated to working with the school to optimize the educational process.

This plan is a joint collaboration to improve parental involvement at Goddard Middle School 202. This plan will address three pivotal elements that we consider essential to sustained and significant parental involvement. They are a school council made up of school personnel and parents to annually review and revise the plan, strategies to incorporate parents in a meaningful way in the educational process, and communication between the school and parents.

## I. SCHOOL COUNCIL

Since, the Middle School 202 parent population has voted to have their Title I committee be a subcommittee of the PTA in accordance with the PTA Bylaws, and have elected the President as the Title I representative.

The Executive Board shall meet with Principal and will review the Comprehensive Education Plan (CEP), the School-Parent Compact, and the Parent Involvement Policy (PIP). If necessary, other parent members can be elected to the Parent Committee (noted as the School Council).

The council will be compelled to meet a minimum of three times during the school year. At the first meeting a chairperson will be elected. This person will be responsible for conducting meetings, setting future meeting dates, and notifying other members of such. A school administrator may not serve as chairperson.

The council is responsible for reviewing and revising the School Level Parent Involvement Plan. Steps for accomplishing this task should include obtaining input from all parents, reaching consensus on any changes to the plan, follow-up to determine compliance, and assessment of new strategies to determine their effectiveness. At the end of the year the last duty of the council will be to provide an orientation for the new members.

Council will solicit recommendations from the parents for next year's CEP, and will then present those recommendations to the School Leadership Team and provide recommendations for Title I expenditures in alignment with the goals of the CEP.

## II. STRATEGIES FOR PARENTAL INVOLVEMENT

- a) Each parent, student, and teacher will be asked to sign a Parent-Student-Teacher Compact.
- b) An Open House will be held at the beginning of each school year to orient the parents to the school.
- c) Each year, the district and/or school will host a Title I meeting to which all parents are invited. The purpose of the meeting is to inform the parents of the school's level of participation with the Title I program, the requirements of Title I, and the right of the parent to be involved in the school.
- d) Invite parents throughout the year to special events such as The Hispanic Heritage Program, School Plays, Awards Assemblies, Science Fair, school-wide Book Fair and other special classroom activities.
- e) Encouraging meetings at a variety of times, such as morning and evenings, in order to maximize the opportunities for parents to participate in school-related activities.

- f) Parents will be appointed to various committees, such as Parental Involvement and School Improvement Planning
- g) Input will be solicited from parents through letters and survey to improve school effectiveness.
- h) The school will promote the PTA.
- i) Encourage reading together with the Family Reading Program.
- j) Schedule Parent-Teacher Conferences and IEP meetings so parents can attend at their convenience.
- k) Encouraging the formation of partnerships between schools and local businesses that include a role for parents.
- l) Providing resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their children.
- m) Approving reasonable and necessary expenses associated with parental involvement activities.
- n) Providing any reasonable support for parental involvement at the request of participating Title I parents.

### III. COMMUNICATION

- a. The school will provide parents a copy of the Parent Involvement Plan.
- b. The school will keep an updated website. Items on the website will include a Teacher Directory, Homework Hotline Directory, the Handbook, an Information Page, and a schedule of special events.
- c. Each year, parents will be given a copy of the Handbook, Dress Code, Code of Behavior.
- d. Each month parents will receive a calendar, cafeteria menus, various other notices and memos.
- e. Each teacher will be responsible for informing the parents of assessments used in his/her class, expectations, and the curriculum to be covered.
- f. Teachers will update daily the homework hotline.
- g. A school newsletter will be published monthly.
- h. Parents are notified by phone, email or letter if there is a discipline, attendance, health, or academic problem.
- i. Reminder notes will be sent home before special events.
- j. All parents will be invited by letter to the annual Title I meeting.
- k. Parents will have the opportunity to contact the Parent Coordinator at any time for help in any situation that may arise. s parents' questions and concern.

Below is the letter sent to parents from the parent coordinator:

Dear Parent/Guardian:

We value your role in working to help your child achieve high academic standards. The purpose of the school-parent compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education. The following information will serve as an outline of various ways you and the school staff can build and maintain a partnership of shared responsibility for your child's learning.

School's Responsibility:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to

meet Local, State, and National student academic standards (Assist all students in meeting the State Standards and Objectives as well as making Adequate Yearly Progress (AYP)).

- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
- Provide opportunities for ongoing communication between you and teachers through:
  - Semi-annual parent/teacher conferences
  - Frequent reports regarding your child's progress, and
  - Opportunities to talk with members of the staff, volunteer in class, and observe classroom activities.
- Provide the staff with appropriate professional development activities.
- Maintain highly qualified teachers.
- Provide a safe and secure learning environment.

Parent's Responsibility:

- Ensure that my child attends school daily and arrives to school on time.
- Encourage my child to follow the rules and regulations of the school.
- Monitor my child's homework.
- Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child.
- Volunteer in my child's school if time or schedule permits.
- Communicate positive information regarding teachers, principals, coaches, and other campus personnel when discussing school with my child.
- Seek information regarding my child's progress by conferencing with teachers, principal and other school personnel.

Student's Responsibility:

- Attend school regularly.
- Complete and turn in all classroom and homework assignments on time.
- Accept responsibility for my own actions.
- Show respect for myself, other people, and property.
- Make the effort to do my best to learn.
- Resolve conflicts peacefully.

School, Parents, and Student Responsibilities:

- High student expectation.
- Improve student academic achievement.
- Build and develop a partnership to assist the children of the community achieve high academic standards.

Please review this compact with your child. The contents of the compact may be discussed with you during a parent/teacher conference as it relates to your child's school progress.

Thank you for your support and involvement in your child's education. For more information please contact the person below.

\_\_\_\_\_  
William M. Fitzgerald, Principal

I have read and discussed the contents of the document with my child as it relates to his/her education.

\_\_\_\_\_  
Student Signature Parent/Guardian Signature

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	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **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.

<sup>2</sup> **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	x			633,006	x	p.19-22/ p.33-38/p.14-17
Title I, Part A (ARRA)	Federal	x			31,502	x	p.19-22/p.33-38
Title II, Part A	Federal			n/a	0	n/a	n/a
Title III, Part A	Federal	x			15,000	x	p.23-27
Title IV	Federal			n/a	0	n/a	n/a
IDEA	Federal	n/a			0	n/a	n/a
Tax Levy	Local	x			4,442,873	x	p.33-46/p.14-17

