



# **THE GODDARD HIGH SCHOOL OF COMMUNICATION ARTS AND TECHNOLOGY**

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

**SCHOOL: 27Q308**

**ADDRESS: 138-30 LAFAYETTE STREET OZONE PARK, N.Y. 11417**

**TELEPHONE: 718-848-8357**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** H308      **SCHOOL NAME:** The Robert H. Goddard High School of Communication Arts & Technology

**SCHOOL ADDRESS:** 138-30 Lafayette Street Ozone Park, N.Y. 11417

**SCHOOL TELEPHONE:** 718-848-8357      **FAX:** 718-848-8579

**SCHOOL CONTACT PERSON:** Alana Duggan      **EMAIL ADDRESS:** Abasmagy@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Janet Fash

**PRINCIPAL:** Joseph Birgeles

**UFT CHAPTER LEADER:** Janet Fash

**PARENTS' ASSOCIATION PRESIDENT:** Karen Long

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Oswaldo Subillago, Maha Paracha

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** CEI-PEA

**NETWORK LEADER:** Nancy Ramos

**SUPERINTENDENT:** Juan Mendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

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

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

Name	Position and Constituent Group Represented	Signature
Joseph J. Birgeles	*Principal or Designee	
Janet Fash	*UFT Chapter Chairperson or Designee	
Karen Long	*PA/PTA President or Designated Co-President	
Karen Long	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Oswaldo Subilago Maha Paracha	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vincent Quinn	Teacher/	
Sabrina Torres	Teacher/	
Linda Mazzei	Parent/	
Vera Isola	Parent/	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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The Robert H. Goddard High School for Communication Arts and Technology provides an inquiry and project based learning environment heavily infused with technology that prepares students to successfully take their place in this global society. Through the mastery of a rigorous reading, writing, communication, research based curriculum our students will be accomplished leaders, life long learners, and critical thinkers who will succeed in college and at work. With administrators, teachers, support staff, parents and community partners working collaboratively our students will meet and exceed their potential.

The Robert H. Goddard High School for Communication Arts and Technology provides its students with a rigorous academic program. Technology is infused in all content areas to maximize student engagement and performance. By providing extensive professional development we ensure that the staff is knowledgeable and prepared to address the academic and social needs of all students.

A main instructional goal is to make educational decisions that have an evidentiary based. Therefore, we believe in the importance of fostering a culture of assessment and accountability where teachers provide formative and summative assessments to gauge student performance. In this way, we will not only know where our students are and what they need, but we will be able to empower a diversified student population to reach their academic potential, achieve technological competency and meet the demands and challenges of the 21<sup>st</sup> Century.

All students at the RGHS are expected to meet the New York State Standards/ Regents requirements across the curriculum. By the beginning of eleventh grade students will have the opportunity to take Advanced Placement Courses. Academic support and enrichment will be offered during the day, after school and through Saturday programs. Enrichment activities will include the New York Academy of Medicine Junior Fellows Program, ARISTA-National Honor Society, Internship programs, art, dance, fashion, film and PSAL sports.

We will emphasize a strong literacy component. To insure that our teachers continue to be well prepared for this rigorous literacy component we will provide an aggressive professional development program for our staff. Currently our staff and leadership are involved with Teachers College at Columbia and we are looking to expand this affiliation. We are also planning to extend our involvement with Queens College, as a host site for student teachers on the high school level in the areas of ELA, Social Studies, Science and Math.

At the Robert H. Goddard High School for Communication Arts and Technology we recognize that technology has changed what it means to be literate in today's society. Today's students must not only be able to write fluently, read and comprehend the printed word but they must be proficient in the use of new technology. Not only do students need to learn how to use and apply the latest tools they

must also understand the ramifications of these tools. To this end we will work with Julian Cohen of DIIT. In an effort to develop 21<sup>st</sup> Century skills we have made a commitment to provide each student with a Macbook laptop. All classes are equipped with SMART, ENO or MIMIO Boards to enable teachers to present dynamic lessons that are interactive and engaging. Since many students who will be attending the high school have a working knowledge of computers and laptops there will be a seamless transition.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	Robert H Goddard High School of Communication Arts & Technology				
<b>District:</b>	27	<b>DBN #:</b>	27Q308	<b>School BEDS Code:</b>	34270001138

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of 1/24/11)	2007-08	2008-09	2010-11	(As of 1/6/11)	2007-08	2008-09	2010-11		
Pre-K							90%		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of 1/24/11)	2007-08	2008-09	2010-11		
Grade 2							90.3%		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of 1/24/11)	2007-08	2008-09	2010-11		
Grade 5							0%		
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7			159	(As of 1/24/11)	2007-08	2008-09	2010-11		
Grade 8							.07%		
Grade 9			142	<b>Recent Immigrants: Total Number</b>					
Grade 10			130	(As of 1/24/11)	2007-08	2008-09	2009-10		
Grade 11							4		
Grade 12				<b>Special Education Enrollment:</b>					
Ungraded				(As of 1/24/11)	2007-08	2008-09	2010-11		
Total			431				29		
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 29)	2007-08	2008-09	2010-11	(As of June 30)	2007-08	2008-09	2010-11		
Number in Self-Contained Classes			29						

DEMOGRAPHICS									
No. in Collaborative Team Teaching (CTT) Classes			0	Principal Suspensions					6
Number all others			29	Superintendent Suspensions					2
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					
(BESIS Survey)				(As of 1/24/11)		2007-08	2008-09	2010-11	
(As of 1/24/11)	2007-08	2008-09	2010-11	CTE Program Participants				0	
# in Trans. Bilingual Classes			0	Early College HS Participants				0	
# in Dual Lang. Programs			0						
# receiving ESL services only			22	<b>Number of Staff: Includes all full-time staff</b>					
# ELLs with IEPs			6	(As of 1/24/11)		2007-08	2008-09	2010-11	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				26	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				7	
(As of 1/24/11)	2007-08	2008-09	2010-11	Number of Educational Paraprofessionals				1	
			0						
				<b>Teacher Qualifications:</b>					
<b>Ethnicity and Gender: % of Enrollment</b>				(As of 1/24/11)		2007-08	2008-09	2010-11	
(As of 1/24/11)	2007-08	2008-09	2010-11	% fully licensed & permanently assigned to this school				100%	
American Indian or Alaska Native			4	Percent more than two years teaching in this school				23.1 %	
Black or African American			30	Percent more than five years teaching anywhere				50%	
Hispanic or Latino			187						
Asian or Native Hawaiian/Other Pacific Isl.			109	Percent Masters Degree or higher				100%	
White			100	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				100%	
Multi-racial			1						
<b>Male</b>			205						

DEMOGRAPHICS							
Female			226				

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2009-2010</b>	
<b>Overall Letter Grade</b>	TBD	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	TBD	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	Proficient
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **SCHOOL STRENGTHS:**

The Robert H. Goddard High School for Communication Arts and Technology provides an inquiry and project based learning environment heavily infused with technology that prepares students to successfully take their place in this global society. Through the mastery of a rigorous reading, writing, communication and research-based curriculum our instructional goals focus on integrating technology into the curriculum, differentiation of instruction, project based learning, formative and summative assessments, and inquiry based learning. Building on last year's instructional success, we have established a goal of involving over 90% of the staff in our Professional Learning Communities (Inquiry Teams). Through weekly meetings and data analysis, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade Teams collaborate and comment on student progress using the latest formative and summative assessment data. To monitor student progress all goals and strategies are posted on a Google doc for teacher review and feedback.

We continue to employ strategies geared towards mastering the skill of differentiation. We offer numerous in-house professional development workshops on what differentiation looks like. Our teachers gave copies of their own lessons that they created to provide the staff with specific and relevant examples of what differentiation looks and feels like. Along with differentiation workshops our staff is encouraged through informal and formal observations to examine data to facilitate teacher understanding of how to differentiate a lesson according to its content, process and product. Our school believes that differentiation is the key component for our students' success and this will continue to be part of our professional goals as a staff. This commitment is also reflected in the Teacher Professional Goals Self Evaluation form and the number of staff members who are posting differentiation charts in their classrooms and PowerPoints. This in turn reinforces our commitment to this best practice and also assists school leaders and faculty in consistently using data to understand each student's next learning steps. In turn, this allows the faculty to set suitably high goals for accelerating each student's learning. The data used to develop differentiated practice in the classroom is used to evaluate student achievement and to provide flexible grouping opportunities. Based on the data, the staff is able to create strategic tutoring to provide students with intense individualized instruction. Students who are struggling can then receive extra help during their lunch period and after school *credit recovery programs*.

In order to strengthen our curriculum plans and mapping all teachers were sent an email over the summer providing them with an access code to a web based bookmarking utility site that posted their course curriculum and standards. This facilitated timely lesson planning and academic rigor.

When strengthening and developing new goals we often returned to the four areas of improvement that were identified on our most recent Quality Review (4/09). The previous Quality Review suggested that our high school expand course offerings and clubs, work to differentiate lessons for students in all classes, and examine ways/venues to make sure all parents/students have internet access. We have reflected on these areas of improvement and designed our goals and instruction to strengthen these areas by implementing the following strategies. First, as we continue to add a new grade until we have achieved full grade configuration of 9-12, we have made it a priority to collaborate with staff to determine the type of opportunities they can offer to students. This is accomplished during the pre and post hiring of new teachers. As a result, newer staff are able to expand both course offerings and after-school activities. Furthermore, in keeping with our technology and arts goal we have included a number of new classes such as the 11<sup>th</sup> grade electives, Online Courses, and a curriculum heavily infused with arts courses. Since September we have seen great progress in how teachers are analyzing data, designing their lessons and organizing their classrooms to foster a differentiated environment. Finally, in ensuring that all parents/students have internet access we provide an environment where each classroom has WIFI Internet access combined with an environment where laptops are easily accessible. We also have been diligent in reaching out to parents to provide them with opportunities to sign up and access ARIS Connect and Engrade. In fact, our high school was recently tracked for managing the highest percent of accounts (72%) accessed among parents on ARIS. We also worked in conjunction with the PTA to offer parents with the opportunity to visit the school to access the internet for job searching and internet training.

Our overall evaluation for the 2009/2010 Quality Review was proficient with well-developed qualities. We were commended for the following strengths:

- ✓ Alignment of goals with student needs
- ✓ Effective Project Based Planning
- ✓ Effective use and integration of Technology
- ✓ Push-in strategy to assist students at risk
- ✓ Providing a safe and nurturing environment
- ✓ Disseminating In-House surveys to strengthen teacher communication
- ✓ Offering numerous student after school programs
- ✓ Efficient gathering and analysis of data to identify school needs
- ✓ Teacher procurements of data for incoming students
- ✓ Effective communication with parents

## **SCHOOL ACCOMPLISHMENTS:**

As guided by our most current Progress Report, Quality Review, Progress to 4-year graduation (used for programming and Needs Assessment), student transcripts, quarterly report card grades (Scholarship Report on STARS), Learning Environment Survey, student portfolios and teacher informal and formal observations we obtained an evidentiary based for many positive trends in student achievement.

### **1) ELA:**

- a. By June 2010, 95% of all honors students will pass the English Regents exam.
  - i. June English regents results indicated that 99% of advanced regents students passed.
- b. Provide students with extra tutoring to prepare for the upcoming regents exam.
  - i. Numerous afterschool regents prep classes were offered in May and June prior to the regents exam.

### **2. Social Studies:**

- a. 100% of students in 901 to achieve a passing score on the New York State Global Regents exam.
  - i. 93% of student passed Global History Regents
- b. 100% of students in X01 to achieve a passing score on the New York State US History Regents exam.
  - i. 97% of student passed the US History Regents

### **3. Mathematics:**

- a. By June 2010, 80% of our 9<sup>th</sup> grade students will pass the Algebra Regents.
  - i. Approximately, 70% of students in the 9<sup>th</sup> grade passed the Algebra Regents exam.

### **AREAS OF STRENGTH:**

Spanish was a major concern this year. In 2009 approximately 52 out of 127 students or 40% of students failed Spanish and were missing either 1 or 2 credits. By June 2010, 91% of the students in this cohort passed Spanish. Therefore, we decreased the number of students who failed Spanish by 65% from 34 students to 12. Furthermore, over 90% of students are now on track in meeting their Foreign Language requirements compared to 75% last year. This achievement is the result of three strategic approaches: (1) Effective Leadership collaboration with teacher; (2) Identification of a new online foreign language program called K12-Powerspeak; and (3) teacher/student ownership of the program. K12 Powerspeak is a web-based foreign language program that provides students with an interactive and creative way to learn a foreign language. Powerspeak offers students with a dynamic alternative to traditional teacher led instruction by providing personalized instruction. Therefore, students work at their own pace from anywhere there is internet access.

We have found that some of the benefits to student achievement is that online learning maximizes instructional and non-instructional time. For example, in class students are using a technology tool they can relate to and as a result they are more focused and engaged. Furthermore, because all the content is web-based students can learn more during weekends and breaks. The instructional benefits for the teacher is improved effectiveness to meet the learning needs of their students by daily reading and analyzing student assessment data. Furthermore, in an online environment the teacher as educator/facilitator/coach can provide more individualized instruction/tutoring unlike what would traditionally take place in a classroom. The Goddard High School currently offers 3-4 different levels of Spanish and French in one class at the same time. As

indicated by our data student achievement is rising in Spanish, which will translate in more students being on track towards graduating in four years.

Teachers are supported by the administration to participate in grade teams that have an inquiry approach to improving teaching and learning. Our teams meet weekly to discuss the targeted students' progress. Our 11<sup>th</sup> and 10<sup>th</sup> grade inquiry team focuses on our tenth grade students who are low credited. Our strategy is to improve these students' studying skills, organization, testing strategies and attendance. We focus on the intermediate and advanced ESL population by working on ELA skills so that these students will be more prepared when taking the NYSESLAT. We review student work and data to discover strategies that will get these students back on track so that they can graduate in four years. Our ninth grade also meets weekly to target students who were identified by the staff as having strong potential for not being on track with their credits. Meetings with school leadership and teacher team leaders help teachers formulate best practices and ways to differentiate instruction to meet the needs of these students. Data from Aris, Report Cards, and formal/informal assessments were used to identify the targeted students and to move these students forward. Team meetings involve authentic conversations where teachers speak openly about each student and devise strategies to target their needs to improve their academic progress. Results are then posted on Google docs for each teacher to regularly reference and utilize. The results of our Inquiry efforts indicate that close to 90% of both 10<sup>th</sup> and 11<sup>th</sup> grade inquiry students are on-track or almost on-track with their credits.

As a high school of communication arts and technology we recognize that technology has changed what it means to be literate in today's society. Therefore, our goal is to integrate technology into our school environment and culture. Today's students must not only be able to write fluently, read and comprehend the printed word but they must be proficient in the use of new technology. Not only do students need to learn how to use and apply the latest tools they must also understand the impact of these tools. To this end we have developed partnerships with Apple, Pearson Education, and Columbia University to provide teachers with the knowledge and resources to design effective digitally enhanced lessons, differentiate teacher lessons, and formulate a coherent project based learning environment. We also continue to build upon last year's successes by providing relevant workshops that demonstrate the effective used of technology in the classrooms. To this end a needs assessment survey was created in September and distributed to the staff via email to canvass their technology requests. From this survey we have designed workshops that link to our teacher's professional needs. This has proven to be an effective strategy given teacher turnout during each workshop. Also, to ensure technology is being integrated into the curriculum the administration has communicated to staff that a technology component would be part of their informal and formal observations. To achieve our goal of full tech integration we have an ongoing relationship with Teachers College at Columbia University. This partnership provides professional development on project based work and understanding by design. Apple has also been involved in our school by providing our staff with development sessions so that our teachers are up to date with the latest technology available to them. We also maintain one of the only digital television studios in NYC that allows students to generate TV programs, interviews and panel discussions that relate to our school and community. This year we aired a number of student produced programs on QPTV.

To keep parents linked to the progress their students are making teachers place their grades on Engrade, which allows both students and parents to be informed of the student's grade. Our parents are also able to log into ARIS Parent link to keep informed. As a result of our technology focus, we deepen our students' understanding of the curriculum and deepen their sense of ownership and confidence with technology.

In an effort to build a culture where authentic Project Based Learning is evident we have provided various professional development workshops explaining what project based learning is and the procedure for designing a grade-wide interdisciplinary project. Teachers have collaborated with each other across the content areas and posted their projects ideas via goggle docs. Since Project Based Learning is generally done by groups of students working together toward a common goal, performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

### **SCHOOL CHALLENGES:**

We have identified the following areas for improvement:

- 1) Expand teachers' understanding of collaborative inquiry through Instructional Rounds (IR). IR's will enable content teachers to share, reflect, evaluate and revise their own practices to improve student outcomes by observing Best Practices. Best practices will then be shared via iTunes Space.
- 2) Consistently use ARIS to closely observe student progress.
- 3) Identify and broaden the implementation of an effective online computer based self-adjusting program for students in order to foster and cultivate the differentiated model of instruction.
- 4) Provide a more rigorous regents based curriculum in Chemistry, Earth Science, Geometry and Trigonometry to improve regents results.
- 5) Plan to increase the number of AP online classes.
- 6) Provide more specialization to 9-11 student course scheduling.
- 7) Promote 11<sup>th</sup> grade RCT exams for students with IEP's who are struggling to pass regents exam.
- 8) 2010-2011 overall daily Attendance was 89.4%- down from 90.7%-decrease of 1.4%
- 9) Target Algebra and Living Environment regents for low credited students.

## 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.

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### **Goals Related To Regents Pass Rate & Enriched Instructional Programs:**

**a) ELA-Reading Levels:**

- a. By the end of 2010-2011 school year, 90% of all 9<sup>th</sup> grade students will complete 40-session on Achieve 3000.

**b) Algebra:**

- a. By the end of the 2010-2011 school year, 20-Juniors who had failed the Algebra regents will participate in a weekly Intensive Algebra Remediation elective course.
- b. By the end of the 2010-2011 school year, students who are scheduled to take Regents examinations will receive additional support in order to increase the passing percentage by 5%.

**c) Global History:**

- a. By the end of the 2010-2011 school year, 10<sup>th</sup> and 11<sup>th</sup> graders who are in danger of failing the regents/course will participate in a weekly Intensive Global History elective.

- d) Earth Science:** By the end of the 2010-2011 school year, the lowest third of 10<sup>th</sup> grade students who are scheduled to take the Earth Science Regents examinations will receive additional support in order to increase the passing percentage by 5%.

### **Goals Related To Student Support:**

**Attendance:** By the end of 2010-2011 school year, that daily student attendance rate will increase by 1% or higher.

**Curriculum Development & Student Progress:** By the end of the 2010-2011 school year a rigorous 12<sup>th</sup> grade curriculum will be designed for implementation for the 2011-2012 school year. To analyze and use quantitative and qualitative data to plan rigorous and differentiated instruction to foster student progress towards 4-year graduation.

**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):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By the end of the 2010-2011 school year, the daily attendance rate will increase by 1% or higher.</b></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><b><u>Actions, Strategies, Activities:</u></b> The plan for meeting the aforementioned goal includes the following steps:</p> <ul style="list-style-type: none"> <li>• Collaborate with attendance coordinator on a weekly basis to identify students with unauthorized absences;</li> <li>• Advocate home visits to determine cause of chronic absences;</li> <li>• Contact with parents regarding student attendance using School Messenger, home visits by the attendance coordinator, telephone calls by guidance counselors and attendance office support staff;</li> <li>• Conduct parent conferences for students identified with poor attendance;</li> <li>• Use ATS to provide parents with most recent information;</li> <li>• Refer students to Guidance as needed;</li> <li>• Create incentives for students and classes for exemplary attendance and for classes that have made weekly gains in attendance;</li> <li>• Conduct an orientation day in September and conduct assemblies throughout the school year, which focus on self-esteem and success;</li> <li>• Meet with students at least twice annually to discuss graduation requirements, review progress, and counsel for personal issues as well as college and career choices;</li> <li>• Use Pupil Personnel Team to assess the need for other intervention and conduct monthly meetings to review cases in need of additional intervention.</li> <li>• Identify students for Inquiry Analysis</li> </ul> <p><b><u>Target Population:</u></b> All Students, grades 9-11; 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students who are not-on-track or almost-on-track with their credits as indicated on progress to 4-year graduation report; Incoming 9<sup>th</sup> grade students who have had a history of poor attendance and grades in junior high school.</p>

	<p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, Guidance Counselors, Attendance Coordinator, Related Service Provides, Pupil Personnel Personnel, Parents, and Students.</p> <p><b><u>Implementation Timelines:</u></b> September 2010 through June 2011, daily telephone outreach during the school day for September and October and then on an as-needed basis thereafter.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding Guidance Counselor per session hours for parental outreach Bulk hours for school aide and support staff Increase in the number of support staff assigned to Attendance Office TL DRA Stabilization Grant, TL Parent Coordinator, IDEA, TL Mandated</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>	<p>The objective evidence that will be used throughout the school year will include: Review Period Attendance Report (PAR) and analyze attendance trends Conduct monthly attendance team meetings to discuss and review student attendance data Use ATS report to identify students with attendance difficulties</p>

## 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):** Enhanced Instructional Practices  
Global History

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By the end of the 2010-2011 school year, 10<sup>th</sup> and 11<sup>th</sup> graders who are in danger of failing the regents/course will participate in a weekly Intensive Global History elective.</b></p>
<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><b><u>Actions, Strategies, Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Provide resources needed to develop student leadership abilities</li> <li>• Meet with staff to plot out effective unit sequence for Global History</li> <li>• Develop more interactive, hands-on, inquiry-based experiences via the Internet and EduWare Resources.</li> <li>• Encourage teachers to assign weekly vocabulary quizzes.</li> <li>• Encourage teachers to develop weekly Castle Learning Regents based unit quizzes to assess student needs.</li> <li>• Identify Students for Inquiry Analysis</li> </ul> <p><b>Target Population:</b> Students in 10<sup>th</sup> and 11<sup>th</sup> grade general education and special education classes.</p> <p><b>Responsible Staff Members:</b> Assistant Principal, Global History Teachers, Resource Room Teachers, Guidance Counselor, and Technology Assistant.</p> <p><b>Implementation Timeline:</b> September 2010 through June 2011.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, Title-I SWP, NYSTL Software, Contact for Excellence.</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>	<p>Review Scholarship Reports (grades) at the end of each Quarter.  Review.  Review Castle Learning Assessment Results.  Analyze student academic goal sheets.  Review interim progress reports.</p>

**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):** Enhanced Instructional Practices  
Algebra

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By the end of the 2010-2011 school year, 20-Juniors who had failed the Algebra regents will participate in a weekly Intensive Algebra Remediation elective course.</b></p>
<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><b><u>Actions, Strategies, Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Provide resources needed to develop student leadership abilities</li> <li>• Meet with staff to plot out effective unit sequence for Algebra</li> <li>• Provide special needs students with the opportunity to develop mathematical literacy by conducting math based research projects.</li> <li>• Encourage teachers to assign weekly vocabulary and reference chart quizzes.</li> <li>• Encourage teachers to develop weekly Castle Learning Regents based unit quizzes to assess student needs.</li> <li>• Identify students for Inquiry Analysis</li> </ul> <p><b>Target Population:</b> Students in 11<sup>th</sup> grade general education and special education classes.</p> <p><b>Responsible Staff Members:</b> Assistant Principal, Math Teachers, Resource Room Teachers, Guidance Counselor, and Technology Assistant.</p> <p><b>Implementation Timeline:</b> September 2010 through June 2011.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, Title-I SWP, NYSTL Software, Contact for Excellence.</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>	<p>Review Scholarship Reports (grades) at the end of each Quarter.  Review.  Review Castle Learning Assessment Results.  Analyze student academic goal sheets.  Review interim progress reports.</p>

**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):** Enhanced Instructional Practices/  
ELA-Reading

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By the end of 2010-2011 school year, 90% of all 9<sup>th</sup> grade students will complete 40-session on Achieve 3000.</b></p>
<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><b><u>Actions, Strategies, Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Allocate 45-minutes twice per week for Achieve 3000.</li> <li>• Increase utilization and effectiveness of Castle Learning</li> <li>• Integrate literature/writing/art/technology curriculum that prepares students for the ELA Regents</li> <li>• Improve articulation with middle school teachers to obtain academic and behavior data on freshman.</li> <li>• Encourage teachers to create a book club to enhance literacy skills.</li> <li>• Encourage teachers to assign media and theatre based projects that require research.</li> <li>• Develop partnership with Lincoln Center</li> <li>• Identify students for Inquiry analysis.</li> </ul> <p><b>Target Population:</b> Students in 9<sup>th</sup> grade ARP, general education, and special education classes.</p> <p><b>Responsible Staff Members:</b> Assistant Principal, English Teachers, Resource Room Teachers, Guidance Counselor, and Technology Assistant.</p> <p><b>Implementation Timeline:</b> September 2010 through June 2011.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, Title-I SWP, Core Curriculum.</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>	<p>Review Scholarship Reports (grades) at the end of each Quarter.  Review.  Review Castle Learning Assessment Results.  Analyze student academic goal sheets.  Review interim progress reports.  Analyze Achieve 3000 assessment reports</p>

**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):** Assessment Algebra

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By the end of the 2010-2011 school year, the lowest 1/3 of 9<sup>th</sup> Grade students who are scheduled to take the Algebra Regents examinations will receive additional support in order to increase the passing percentage by 5%.</b></p>
<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><b><u>Actions, Strategies, Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Increase utilization and effectiveness of Resource Centers.</li> <li>• Provide after-school tutoring to prepare students for Regents exams</li> <li>• Encourage teachers to implement Student Help desks for students scoring 55% and 65% on unit exams.</li> <li>• Improve achievement through standards-based, data-driven and student centered instruction.</li> <li>• Identify students for Inquiry analysis.</li> <li>• Encourage teachers to conduct lunch learner sessions for students in need.</li> <li>• Maximize Advisory Time.</li> </ul> <p><b>Target Population:</b> Lowest third of students in grade 9 taking the Algebra Regents Examination;</p> <p><b>Responsible Staff Members:</b> Assistant Principal, Algebra Teachers, Resource Room Teachers, Guidance Counselor, and Technology Assistant.</p> <p><b>Implementation Timeline:</b> September 2010 through June 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p>TL Fair Student Funding, Title-I SWP, NYSTL Software, Contact for Excellence.</p>

<p><i>described in this action plan.</i></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>	<p>Algebra teacher will administer Castle learning Assessment Tests and analyze data upon completion of each predictive.  Teachers will analyze Scholarship Reports (grades) twice for each quarter.  These interim assessments and grade reviews will enable is to make necessary adjustments to attain our goal.</p>

## 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):** Assessment Earth Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Earth Science:</b> By the end of the 2010-2011 school year, the lowest third of 10<sup>th</sup> grade students who are scheduled to take the Earth Science Regents examinations will receive additional support in order to increase the passing percentage by 5%.</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><b>Actions, Strategies, Activities:</b></p> <ul style="list-style-type: none"> <li>• Increase utilization and effectiveness of Resource Centers.</li> <li>• Provide after-school tutoring to prepare students for Regents exams</li> <li>• Encourage teachers to implement Student Help desks for students scoring 55% and 65% on unit exams.</li> <li>• Improve achievement through standards-based, data-driven and student centered instruction.</li> <li>• Identify students for Inquiry analysis.</li> <li>• Encourage teachers to conduct lunch learner sessions for students in need.</li> <li>• Maximize Advisory Time.</li> </ul> <p><b>Target Population:</b> Lowest third of students in Grade 10 taking the Earth Science Regents.</p> <p><b>Responsible Staff Members:</b> Assistant Principal, Algebra Teachers, Resource Room Teachers, Guidance Counselor, and Technology Assistant.</p> <p><b>Implementation Timeline:</b> September 2010 through June 2011.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, Title-I SWP, NYSTL Software, Contact for Excellence.</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>	<p>Algebra teacher will administer Castle learning Assessment Tests and analyze data upon completion of each predictive.  Teachers will analyze Scholarship Reports (grades) twice for each quarter.  These interim assessments and grade reviews will enable is to make necessary adjustments to attain our goal.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year’s Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year’s Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	46	36	46	26	51	1	1	1
10	14	44	34	48	49	0	0	1
11	46	6	56	45	41	0	0	2
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p>English Language Arts intervention includes small group and/or one-to-one instruction during the school day, at lunch, and after school. The intervention consists of teacher created activities designed to provide individualized instruction based upon student needs. Differentiated activities have been set up to target specific weaknesses. Students will work on their individualized reading comprehension skills while in class. Newspapers, novels, Kaplan, websites such as Regentsprep.org are utilized. ELL students will receive vocabulary, grammar and NYSESLAT review. Struggling readers in Special Education and ELLs will receive the National Geographic books to increase their reading ability.</p>
<p><b>Mathematics:</b></p>	<p>Mathematics support is provided during small group and/or one-to-one instruction during the school day, at lunch, and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barrons, and websites such as regentsprep.org to provide individualized instruction to targeted students.</p>
<p><b>Science:</b></p>	<p>Science teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barrons, and websites such as regentsprep.org to provide individualized instruction to these students.</p>
<p><b>Social Studies:</b></p>	<p>Social Studies teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barrons, and websites such as regentsprep.org to provide individualized instruction to these students.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>At Risk Services provided by a School Psychologist includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies and testing of students in need, to find appropriate support services.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>At Risk Services provided by a School Social Worker includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies, testing of students in need, finding appropriate support services and working with families in crisis to provide support for children.</p>

**At-risk Health-related Services:**

At Risk Health Services are provided by the Regional Nursing Director, who coordinates services throughout the region. The Supervising Nurse for each district monitors services with referrals to Supportive Agencies as needed. There is a Public Health Advisor for each Middle School (7 hours per day) who provides first aid and monitors the health needs of all students.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.  
**ATTACHED TO THE BACK OF THIS CEP**

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

**NOT APPLICABLE**

**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**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.

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**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.

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**Section III. Title III Budget**

School: 27Q308 BEDS Code: 342700011308

<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	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		

<b>TOTAL</b>		
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### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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, The Goddard High School of Communication Arts and Technology will determine within 30 days of student's enrollment the primary language spoken by the parent of each student registering at this school. We also determine the primary language of each student enrolled, 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.

The Goddard High School of Communication Arts and Technology 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, Bengali (7 students), and Urdu (4 students). Other languages in the building include Philippine, Hindi, Albanian and Arabic.

The Goddard High School of Communication Arts and Technology 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, letters regarding student activities/school events, newsletters, monthly calendars and information.

The Goddard High School of Communication Arts and Technology LAP team next surveyed staff for skills required for written translation. Languages that staff members are proficient in are: Spanish, Chinese, Creole, French, Greek and Italian. Survey indicates that there is no staff member in the building to translate Urdu, but there is one teacher in the MS who can translate Bengali. Other languages we will actively search for translation are Philippine, Hindi, Albanian 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.

The Goddard High School of Communication Arts and Technology indicates that there is a predominant need for translation services in Spanish, Bengali, and Urdu. Other languages in the building include Philippine, Hindi, Albanian and Arabic.

The school will receive additional data based on enrollment, 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**

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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.

The Goddard High School of Communication Arts and Technology 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 website 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.

The Goddard High School of Communication Arts and Technology also has a number of staff members available to translate both verbally and the written text. Our LAP team next surveyed staff for skills required for written translation. Languages that staff members are proficient in are: Spanish, Chinese, Creole, French, Greek and Italian. Survey indicates that there is no staff member in the building to translate Bengali (7 students) and Urdu (4 students). Other languages we will actively search for translation are Philippine, Hindi, Albanian and Arabic.

These written translation services meet the needs of ELL families so they are fully included in the school community and in the 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.

The 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>.

The Goddard High School of Communication Arts and Technology, Central and District 27 will provide written notification to parents who require language assistance of their rights regarding translation and interpretation services and instructions on how to obtain those services through translated documents such as the Parent Bill of Rights and Responsibilities. We will post these in each target language in a conspicuous location upon entry to the building and in the main office. Efforts will be made to arrange appointments with parents so that the securing of an oral translator can be expedited in a timely fashion.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$213,148	\$11,530	\$224,678
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,131	\$115	\$2,246
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,657	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,315	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

### **TITLE I PARENT INVOLVEMENT**

#### **Title I Parent Involvement Policy and Parent-School Compact for the Robert H. Goddard High School for Communication Arts & Technology (HS308)**

##### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore HS 308, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

HS 308's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Committee, as trained volunteers and welcomed members of our school community. HS 308 will support parents and families of Title I students by:

1. Providing materials or training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information or training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

HS 308's Parent Involvement Policy was designed based upon a consideration of the needs of all parents/guardians. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. This annual review will take place in May of 2011. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. The school will maintain this information.

In developing the HS 308's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy. To increase and improve parent involvement and school quality, HS 308 will:

1. Actively engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
2. Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
3. Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent

Involvement Policy and the School-Parent Compact;

4. Support school-level committees that include parents who are members of the School Leadership Team, and the Parent Association (or Parent-Teacher Association).
5. Maintain a Parent Coordinator (or a <sup>1</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
6. Conduct parent workshops with topics that may include: technology training to build parents' capacity to help their children at home;
7. Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
8. Host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
9. Translate all critical school documents and provide interpretation during meetings and events as needed; and

**HS 308 will further encourage school-level parental involvement by:**

1. Hosting educational family events/activities during Open School Week and throughout the school year;
2. Encouraging meaningful parent participation on School Leadership Teams, and Parent Association (or Parent-Teacher Association);
3. Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

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Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

4. Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

**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.

## **Section II: HS 308 School-Parent Compact**

HS 308, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. HS 308 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;

- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- initiate the infusion of the Common Core Standards;

**Support home-school relationships and improve communication by:**

- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
  - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and

- always try my best to learn

A Parent Involvement Policy (including the School-Parent Compact) was distributed by Mr. Birgeles on February 3, 2011.

The final version of this document will be distributed to the school community in February 2010 and is available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:

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

In an effort to provide opportunities for all students to meet NYS Standards RGHS308 provides both enrichment and remedial in school and after school programs. Teachers in all subject areas are encouraged to provide opportunities to increase academic performance by offering subject level lunch-learners and after-school credit recovery and enrichment.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

- The following methods we have implemented to increase the amount of quality learning time include: Offering before and after-school programs (regents review, credit recovery) including summer school opportunities.

- We offer Honor level classes for students who took accelerated classes in 8<sup>th</sup> grade, ARISTA, and the Junior Fellows Program.

- To meet the education needs of historically underserved students we have piloted National Geographic EDGE to improve reading performance of students in our lowest 3<sup>rd</sup>.
- In an effort to address the needs of low academic achieving students we differentiate instruction for our lowest 3<sup>rd</sup> through Pearson Online. We provide group counseling services through our HS Guidance department, which focuses on assisting students to adjust to school, bullying issues, IEP analysis, goal development, and personal responsibilities. Pupil Personnel meetings are held monthly to address student issues.

3. Instruction by highly qualified staff.

1. Staff is hired for specific content level positions. Programming is aligned with teacher licensing and student needs

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.

- Staff is provided with relevant professional development to meet student academic needs. PD opportunities focus on differentiation, Inquiry Work, Goal Setting, Technology applications, and Curriculum Development.

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

a. N/A

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

- Parent Involvement is accomplished through aligning activities with PTA, New Internet Web Sites, Automated service updating student absences and lateness, progress reports, Parent Teacher night, Open House, Student/Parent orientation, and fundraisers.

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.

a) N/A

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.
  - Inquiry work is accomplished through the development and promotion of professional learning communities among grade level teachers. Fostered through PD and grade level meetings/faculty conferences. Teachers are encouraged to meet formally and informally to discuss student data on ARIS and to review qualitative data received weekly in class.
  
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.
  - Teachers push into classes with students who have IEP's to assist them in literacy and strengthening critical skills necessary for success.
  
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.
  - Coordinated through guidance departmental services.

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

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” <sup>2</sup>	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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**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.

	State, or Local)	Consolidated in the Schoolwide Program (R)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes <sup>3</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$213,148		
Title I, Part A (ARRA)	Federal	x			\$11,530		
Title II, Part A	Federal		x		0		
Title III, Part A	Federal		x		0		
Title IV	Federal		x		0		
IDEA	Federal		x		0		
Tax Levy	Local	x			\$2,087,045		

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

**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.

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**  
**NOT APPLICABLE**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>4</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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.) –No students are designated for Temporary Housing.
  1. We currently have 1 student in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population
  1. Counseling
  2. Extra tutoring
  3. Time after school to utilize Technology/Computers
  4. School Supplies
  5. Purchasing School Uniform

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

*Chancellor's Regulation A-655*

**DBN# 27Q308**

### **SCHOOL-BASED BUDGET AND CEP SUMMARY**

The School-Based Budget and CEP Summary describes the major goals of the CEP and demonstrates that the school-based budget is aligned with the CEP. It lists the major goals and programs provided for in the CEP and the budget allocations that support and are aligned with these goals and programs.

- I. Overall summary of CEP (educational goals, programs, initiatives to be implemented at the school in the coming year).

The Robert H. Goddard High School for Communication Arts and Technology provides an inquiry and project based learning environment heavily infused with technology that prepares students to successfully take their place in this global society. Through the mastery of a rigorous reading, writing, communication, research based curriculum our students will be accomplished leaders, life long learners, and critical thinkers who will succeed in college and at work. With administrators, teachers, support staff, parents and community partners working collaboratively our students will meet and exceed their potential.

The Robert H. Goddard High School for Communication Arts and Technology provides its students with a rigorous academic program. Technology is infused in all content areas to maximize student engagement and performance. By providing extensive professional development we ensure that the staff is knowledgeable and prepared to address the academic and social needs of all students.

A main instructional goal is to make educational decisions that have an evidentiary based. Therefore, we believe in the importance of fostering a culture of assessment and accountability where teachers provide formative and summative assessments to gauge student performance. In this way, we will not only know where our students are and what they need, but we will be able to empower a diversified

student population to reach their academic potential, achieve technological competency and meet the demands and challenges of the 21<sup>st</sup> Century.

### **Goals Related To Regents Pass Rate & Enriched Instructional Programs:**

- a) ELA-Reading Levels:**
  - a. By the end of 2010-2011 school year, 90% of all 9<sup>th</sup> grade students will complete 40-session on Achieve 3000.
  
- b) Algebra:**
  - a. By the end of the 2010-2011 school year, lowest third 9<sup>th</sup> graders will participate in a weekly Intensive Algebra Remediation elective course.
  
  - b. By the end of the 2010-2011 school year, students who are scheduled to take Regents examinations will receive additional support in order to increase the passing percentage by 5% on their respective regents examinations.
  
- c) Global History:**
  - a. By the end of the 2010-2011 school year, 10<sup>th</sup> and 11<sup>th</sup> graders who are in danger of failing the regents/course will participate in a weekly Intensive Global History elective and a targeted remediation course.
  
- d) Earth Science:**
  - a. By the end of the 2010-2011 school year, lowest third 10<sup>th</sup> graders will participate in a weekly Intensive Earth Science Remediation elective course.

### **Goals Related To Student Support:**

**Attendance:** By the end of 2010-2011 school year, that daily student attendance rate will increase by 1% or higher.

**Curriculum Development & Student Progress:** By the end of the 2010-2011 school year a rigorous 12<sup>th</sup> grade curriculum will be designed for implementation for the 2011-2012 school year. To analyze and use quantitative and qualitative data to plan rigorous and differentiated instruction to foster student progress towards 4-year graduation.

**RGHS utilizes the following technology tools to maximize student achievement through the purchase of Castle Learning, K-12 PowerSpeak, Achieve 3000, and Plato Learning.**

This section should provide an outline of the CEP for the coming year in this space; then, in the boxes below, each CEP Goal or Program should be listed separately in each box.

## II. Budget Summary

Totals  
2011  
t : 27  
: 27Q308

Allocated Category	Allocated	Scheduled	In Process	Remaining
Totals	\$2,610,750	\$2,580,421	\$12,224	\$18,105
Year Rolled Open Encumbrances (no	\$0	\$2,851	\$0	(\$2,851)
ct For Excellence FY 09 HS	\$13,616	\$13,618	\$0	(\$2)
ARRA RELATED SERVICE IEP PARA	\$4,511	\$4,510	\$0	\$1
IEP PARA	\$14,653	\$14,655	\$0	(\$2)
Mandated Counseling Shared	\$9,271	\$9,274	\$0	(\$3)
IARRA SWP	\$11,530	\$11,530	\$0	\$0
SWP	\$213,148	\$191,859	\$3,227	\$18,062
I TRANSLATION SERVICES	\$724	\$724	\$0	\$0
CHILDREN FIRST INQUIRY TEAMS	\$7,144	\$7,144	\$0	\$0
ildren First Network Support HS	\$50,000	\$49,999	\$0	\$1
y Council Member Items	\$9,000	\$0	\$9,000	\$0
mputer Maintenance HS	\$7,216	\$7,216	\$0	\$0
ta Specialist	\$2,518	\$2,518	\$0	\$0
LA STABILIZATION HS	\$176,029	\$176,027	\$0	\$2
r Student Funding HS	\$1,843,840	\$1,843,840	(\$3)	\$3
P PARA	\$17,612	\$17,612	\$0	\$0
ndated Counseling Shared	\$13,190	\$13,189	\$0	\$1
'STL HARDWARE HS	\$3,180	\$3,180	\$0	\$0
'STL LIBRARY BOOKS HS	\$1,686	\$1,686	\$0	\$0
'STL SOFTWARE HS	\$2,774	\$2,774	\$0	\$0
'STL TEXTBOOKS HS	\$9,265	\$9,265	\$0	\$0
e-Time Allocations HS	\$11,172	\$11,168	\$0	\$4
en Schools Saved Jobs Additional	\$7,000	\$6,999	\$0	\$1
PS New Schools HS	\$11,600	\$11,600	\$0	\$0
rent Coordinator HS	\$41,512	\$41,512	\$0	\$0
rent Coordinator OTPS HS	\$500	\$500	\$0	\$0
LARY SUBSIDY 2018	\$97,392	\$97,374	\$0	\$18
LARY SUBSIDY 2018 HS	\$24,348	\$24,329	\$0	\$19
ummer School Shared HS	\$5,753	\$5,753	\$0	\$0
ANSLATION SERVICES	\$566	\$566	\$0	\$0

A worksheet should be provided reflecting the overall school-based budget for the coming year (either in this space or attached hereto); then, in the boxes below, the budget allocation (funding source) should be provided for each goal or program in the CEP.

### III. Alignment of School-Based Budget with CEP

In this section, the principal must demonstrate using the boxes below whether there is alignment of each CEP goal/program with budget allocations for the coming year.

CEP Goal or Program	Budget Allocation (Funding)
<p><b>ELA-Reading Levels:</b> By the end of 2010-2011 school year, 90% of all 9<sup>th</sup> grade students will complete 40-session on Achieve 3000.</p>	<p>TL Fair Student Funding, Title-I SWP, Core Curriculum.</p>
<p><b>Algebra:</b> By the end of the 2010-2011 school year, 20-Juniors who had failed the Algebra regents will participate in a weekly Intensive Algebra Remediation elective course.</p> <p>By the end of the 2010-2011 school year, students who are scheduled to take Regents examinations will receive additional support in order to increase the passing percentage by 5%.</p>	<p>TL Fair Student Funding, Core Curriculum, Title-I SWP, NYSTL Software, Contact for Excellence.</p>
<p><b>Earth Science:</b> By the end of the 2010-2011 school year, the lowest third of 10<sup>th</sup> grade students who are scheduled to take the Earth Science Regents examinations will receive additional support in order to increase the passing percentage by 5%.</p>	<p>TL Fair Student Funding, Title-I SWP, NYSTL Software, Contact for Excellence.</p>
<p><b>Global History:</b> By the end of the 2010-2011 school year, 10<sup>th</sup> and 11<sup>th</sup> graders who are in danger of failing the regents/course will participate in a weekly Intensive Global History elective.</p>	<p>TL Fair Student Funding, Title-I SWP, NYSTL Software, Contact for Excellence.</p>
<p><b>Attendance:</b> By the end of 2010-2011 school year, that daily student attendance rate will increase by 1% or higher.</p>	<p>TL DRA Stabilization Grant, TL Fair Student Funding, TL Parent Coordinator, IDEA, TL Mandated.</p>

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Robert H. Goddard High School of Communication Art					
<b>District:</b>	27	<b>DBN:</b>	27Q308	<b>School</b>	342700011308	

**DEMOGRAPHICS**

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

<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			90.7	89.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			97.8	96.4
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			72.6	72.1
Grade 8	0	0	0				
Grade 9	134	150	160				
Grade 10	0	125	143				
Grade 11	0	0	132			4	1
Grade 12	0	0	0				
Ungraded	1	1	1				
<b>Total</b>	<b>135</b>	<b>276</b>	<b>436</b>			<b>4</b>	<b>3</b>

<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	13	20	29	Principal Suspensions		1	4
# in Collaborative Team Teaching (CTT) Classes	0	1	0	Superintendent Suspensions		1	9
Number all others	10	23	40				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</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	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	11	10	TBD
# ELLs with IEPs	1	6	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers		6	16
Number of Administrators and Other Professionals		2	5
Number of Educational Paraprofessionals		1	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	6	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	6.3
				% more than 5 years teaching anywhere		66.7	56.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		83.0	81.3
American Indian or Alaska Native	0.0	0.0	0.9	% core classes taught by "highly qualified" teachers		84.4	100.0
Black or African American	5.9	7.6	7.1				
Hispanic or Latino	43.7	42.4	43.6				
Asian or Native Hawaiian/Other Pacific	17.0	22.5	25.0				
White	33.3	26.4	23.2				
<b>Male</b>	43.0	46.7	47.5				
<b>Female</b>	57.0	53.3	52.5				

#### 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,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				v	v	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>4</b>	<b>4</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<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)

**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>DSSI Cluster 05 CEI-PEA</b>	District <b>27</b>	School Number <b>308</b>	School Name <b>Robert H Goddard</b>
Principal <b>Joseph Birgeles (IA)</b>		Assistant Principal <b>Alana Basmagy Duggan</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Amy Rothman/ESL</b>		Guidance Counselor <b>Amanda Castillo</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Victoria Grafals</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Nancy Ramos</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>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</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>0</b>

### C. School Demographics

Total Number of Students in School	<b>431</b>	Total Number of ELLs	<b>22</b>	ELLs as Share of Total Student Population (%)	<b>5.10%</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.

1. Robert H. Goddard High School takes several initial steps in identifying possible ELL students in compliance with CR Part 154. When a child first decides to enroll in our school, the parent must contact the District 27 office. District 27 then informs Robert H. Goddard High School that a student is new to the United States and will be registering. During the registration process, it is required that a trained pedagogue administer the Home Language Identification Survey (HLIS). This includes an informal oral interview in English and in their native language, and is administered by our guidance counselor or the ESL teacher. If a student is identified as a possible ELL, the ESL teacher will then administer the Language Assessment Battery-Revised (LAB-R) to determine placement into our ESL program. All ELLs are annually evaluated using the NYSESLAT assessment in the spring. The results of this administration are used the following school year to determine ELL status and amount of time the student will be serviced every week.

2. The program structure in place to ensure that parents understand all 3 options is that we conduct a meeting with all new parents of ELLs. When a new ELL enrolls in Goddard High School, a parent meeting is conducted within 10 days to explain all three options of ESL, Dual Language, and Transitional Bilingual programs. Each option is explained equally and completely.

3. The entitlement letters are distributed at the beginning of the year to any new students who have been identified as ELLs. The letters are sent home with the student for their parent. Enclosed with the entitlement letters is a note announcing the parent meeting date and time. We will do everything possible to get the parents to come into the building including calling home or cell phones, sending letters home with the student, or mailing letters to the student's home. We ensure that Parent Survey and Program Selection are returned at this meeting. The parent coordinator and/or guidance counselor may also be involved if these documents are not returned. If parents do not select any program, the default is to enroll students in a transitional bilingual program. However, as Goddard HS does not have a bilingual program at this time, we explain to the parents that we will create a new transitional bilingual education program if more than 19 students of the same home language desire the program. Parents are then able to choose if they want to stay at Goddard with our ESL program or transfer their child to a school with a bilingual program.

4. The criteria used to place students in an ESL instructional program are the NYSESLAT or LAB-R assessments, as necessary. All students are assigned to a grade level and class, and serviced with the push-in and pull-out model. Goddard just has an ESL program as of now, so parents desiring a bilingual setting are informed of other schools offering this type of program and a file is kept of parents desiring this option. When 19 parents of the same home language and with students in 2 contiguous grades desire a bilingual program, Goddard will contact those parents.

5. After reviewing the parent survey forms, the trend at Goddard is our freestanding ESL program. All parents wanted ESL service for their children at our school.

6. The freestanding ESL program offered at our school is aligned with parent choice.

## 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	Total #
<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>														0
<b>Push-In</b>										5	0	7		12
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	0	7	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	8

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 9	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/> 8	<input type="checkbox"/>	<input type="checkbox"/> 6	<input type="checkbox"/> 22
Total	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 22

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

**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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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	
	EL L	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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	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>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language****Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	3	7		18
Chinese										2				2
Russian														0
Bengali										1		1		2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>11</b>	<b>3</b>	<b>8</b>	<b>0</b>	<b>22</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.

1. a. ESL instruction at Goddard High School includes both a Push-In and a Pull-out organizational model. Students who are classified as Beginner or Intermediate proficiency level based on their NYSESLAT or LAB-R come to the ESL room 5 times per week for one period a day to receive small-group instruction in a pull-out environment. Instruction is provided in listening, speaking, reading, and writing, after careful review of the NYSESLAT and other data to inform the specific skills taught in the classroom. For example, many students have lower scores in the Reading subtests, so the teacher focuses on reading strategies that can transfer to their content area classwork. In addition, the ESL teacher pushes into their content area classes to provide extra language support. The ESL teacher pushes in to Chemistry, Global History, Living Environment, and English classes to help students in grades 9, 10, and 11. Students who have tested at

the Advanced proficiency level receive Push-in services 2 or more times per week to help them with the language demands of their content classes. All ESL students are offered lunchtime support 5 days per week in a small-group or individual setting.

b. The ESL Pull-out classes are heterogeneous in terms of grades and proficiency levels. All students from one mainstream class (for example 902), will come to the ESL room together, but a few classes will be scheduled at the same time. Please see the attached ESL teacher's schedule for a clearer picture of the program model at Goddard High School.

2. There is one ESL teacher delivering all mandated minutes of service. As the ESL students are mainly grouped together in their mainstream classes, we are able to provide the mandated number of minutes to all ELLs in the school.

a. The Beginning level students receive 540 minutes of ESL support per week through a combination of push-in, pull-out for small group work, and lunchtime support. The beginner students are pulled out of their ELA or art classes to receive small-group ESL intensive. The Intermediate students receive 360 minutes of ESL support per week through a combination of push-in and pull-out support, with lunchtime support available. The Advanced students attend ELA class 5 times per week, and have ESL push-in services in their social studies and science content classes. They also have lunchtime support available 5 times per week.

3. Content classes are all taught in English by a highly qualified content-area teacher, with co-teaching in certain classes by the ESL teacher. The teachers provide differentiated assignments, explicit vocabulary instruction, reading strategy practice, writing prompts, and use technology such as a SMARTboard to provide multisensory lessons with video and audio to enhance motivation and build background.

4. a. Though we have no SIFE students in Robert H. Goddard High School for Communication Arts and Technology right now, our plan is as follows:

Identification of SIFE occurs through interview with the guidance counselor and informal assessments by ESL teacher. Students receive all basic ELL services, including pull-out classes focusing on study skills, literacy, listening, speaking, reading, and writing, as well as the Achieve3000 reading program. In addition, students also receive individualized lunchtime instruction from the ESL teacher focusing on their particular needs in terms of literacy, adjustment to school norms and routines, and social/emotional needs. Progress will be tracked and discussed in the grade-wide Inquiry meeting.

b. Students who have been in the USA for less than three years will be serviced according to their assessed proficiency levels on the LAB-R. Instruction will center on the acquisition of language through Balanced Literacy, sight vocabulary, phonics, grammar, conversational English. All newcomers will use the Achieve3000 reading program as a differentiated reading program, supplemented by listening, speaking, and writing activities based on the readings in the ESL classroom. All newcomers will be given bilingual resources for content classes, if appropriate, such as the bilingual glossaries available on the NYC ELL website. The ESL teacher will teach students how to best utilize these resources. Newcomers will also be prepared to take the ELA Regents exam by reading novels appropriate to their reading level, practicing the Tasks, becoming familiar with the directions, and working on conventions of academic English in their pull-out ESL class and their ELA class. Furthermore, newcomers will receive assistance and reinforcement on literacy and reading comprehension skills in all classes.

c. ELLs receiving services from 4-6 years will receive academic intervention/support in growing as an English Language Learner through content instruction, whether in a general education or Special Education classroom. In addition, these students are targeted for Academic Intervention during lunch and after school. All teachers are trained in ESL methodologies to support ELL growth. With our focus on Balanced Literacy, literacy in all content areas, and explicit vocabulary and grammar instruction, students will continue working towards achieving proficiency in academic English.

English Language Arts intervention in all academic subject areas includes small group and/or one-to-one instruction during the school day, at lunch, and after school. The intervention consists of teacher created activities designed to provide individualized instruction based upon student needs. Differentiated activities have been set up to target specific weaknesses. Students will work on their individualized reading comprehension skills while in class. Newspapers, novels, Achieve3000, and websites such as Regentsprep.org are utilized. ELL students will receive vocabulary, grammar and NYSESLAT review in pull-out classes.

d. Long-term ELLs, who have received services for over 6 years, will be specifically targeted for interventions in reading, speaking, listening, and writing. They will continue to receive push-in and pull-out services as mandated by their LAB-R proficiency level. They will also receive all services described above.

e. ELLs with special needs receive additional supports in alignment with IEP specifications. Special Education ELL students receive ELL services in addition to or as an alternative to ELA, depending on their proficiency level and their IEP specifications. All special education teachers are trained in ELL methodologies to support ELL growth.

English Language Arts intervention in all academic subject areas includes small group and/or one-to-one instruction during the school day, at lunch, and after school. The intervention consists of teacher created activities designed to provide individualized instruction based upon student needs. Differentiated activities have been set up to target specific weaknesses. Students will work on their individualized reading comprehension skills while in class. Newspapers, novels, Barrons, websites such as Regentsprep.org are utilized. ELL students will receive vocabulary, grammar and NYSESLAT review.

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

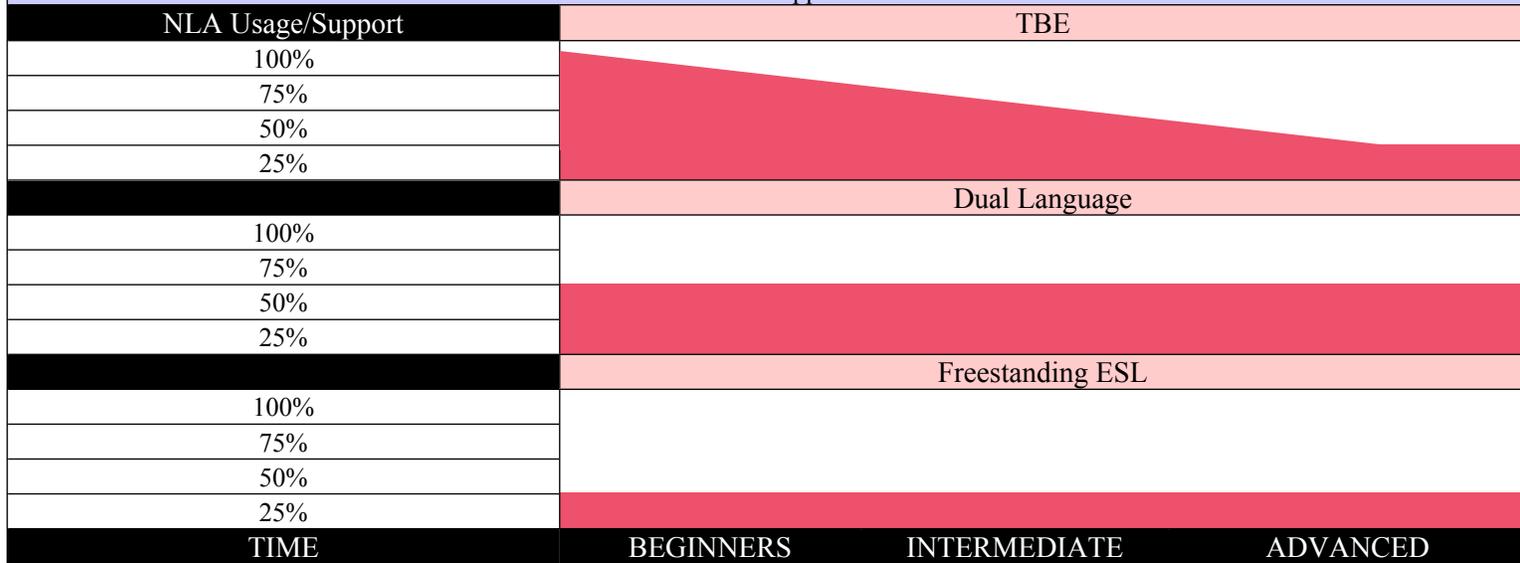
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<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.



## 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?

5. ELLs receive targeted interventions in the form of an ESL teacher pushing in to their science, history, and ELA classes. Every proficiency level receives in-class help, as well as lunchtime study sessions for extra support. Extra math support is provided in Intensive Math Tutoring and small group work during the school day to remediate basic skills and prepare students for all Regents exams. Furthermore, every teacher at Robert Goddard High School utilizes such sheltered content strategies as building background, activating prior knowledge, teaching and emphasizing vocabulary, and cooperative group work, among others.

6. Transitional support for students reaching proficiency on the NYSESLAT include identification and servicing for academic intervention, offering ESL on a voluntary basis to those students/families interested in continued support, after school programs in content area instruction, targeting in the regular classroom for additional supports. Students are also offered extended time for the two years of transition on all state tests.

7. New programs and improvements for the upcoming year include Achieve3000. This program has just been implemented in 2010 as an additional reading comprehension tool. Students are expected to complete 40 activities throughout the year, and read for information and understanding in an online nonfiction setting. The differentiated nature of this program will help all students use comprehension strategies taught by the ESL teacher at a level they can master.

Furthermore, the pull-out program will be phased out through the next few years, as research has shown that it is not the most effective program to support ELLs. Instead, ELLs will be scheduled for a specific ESL class for one or two periods per day.

8. All of the services currently offered will continue to be offered next year, unless parent choice dictates otherwise.

9. All ELLs are afforded access to all school programs. We offer lunch learners and after school programs for remediation in all Regents classes. There are extracurricular programs after school including clubs, student government, sports, and tutoring.

10. All ELL students receive mandated NYS curriculum materials in content areas. In the classroom, students use all applicable text books and Regents review material. Balanced literacy instruction focuses on the use of leveled trade books as well as adapted short stories, newspaper articles, and the leveled content of Achieve3000. The ESL classroom materials include National Geographic nonfiction trade books to scaffold the content material that students are exposed to in their Regents classes, various hi-low novels from publishers such as Orca to engage students in reading for enjoyment and to practice literary strategies and components, various magazines such as Time for Kids, and textbooks including Milestones, Visions, and High Point.

Robert H. Goddard High School participates in the iTeach/iLearn laptop program. Teachers utilize a laptop, smartboard and LCD projector to teach their class lessons and enhance learning through building background and engaging multiple sensory input options. All students, including ELL students, are given a laptop in each classroom so they can take notes, view webcasts, practice for Regents and participate in interactive webquests and other classroom activities. In addition, teachers in all subjects use Castle Learning, an online assessment

11. Native language support in ESL is delivered through the use of native language glossaries when appropriate, allowing students to write first in their native language before English, and making explicit connections in the classroom between native language vocabulary and English vocabulary (especially Spanish and other Romance languages).

12. Yes, these services and materials are appropriate for high school age learners.

13. Before the beginning of the school year, newly enrolled ELLs will visit the enrollment center, where they are given all pertinent

information about the school. The ESL teacher may call the home of the child, or pull them out of their first day to give a tour. Furthermore, the student will be given a buddy who speaks the same language (if possible) to make him or her feel as comfortable as possible in the new environment.

14. All 10th grade students currently take Spanish, where they use the online PowerSpeak program. This allows them to study at whichever proficiency level is appropriate. For native speakers, it allows them to keep their fluency and continue to improve their native language literacy. Through this program, students may also opt to study French during the assigned class period.

### 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)?

Not Applicable

### 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.

1. We realize that the LAP is a living document and all teachers at Goddard High School will receive a copy of it at an Inquiry or staff meeting. The ESL teacher will facilitate and explain the information in the document to all teachers, so they understand the current program, are aware of the ELLs in their classes, and know what to expect for next year. The ESL teacher will facilitate short sessions of in-school PD, including content area literacy, explicit vocabulary instruction, the effective use of interaction and cooperative learning for ELLs, and thinking about the language demands of a lesson.

All ELL personnel at Goddard will attend professional development workshops to address both instructional and compliance needs. The ESL teacher will attend at least five workshops throughout the school year including network professional development to keep up to date on research, technical and strategy workshops at the BETAC, and any other Office of ELL professional development sessions deemed appropriate. She will attend three workshops in the fall semester and at least two in the spring.

2. Staff will assist ELLs and all students with the social and academic demands of high school during the 23 minute advisory period every day. Various short professional development workshops are provided through the course of the year to support staff as advisors.

3. All staff will receive 7.5 hours of training on how best to support ELLs as per Jose P. both from short workshops conducted by the ESL teacher during lunch or after school, and also from the online PD website In Focus. These sessions will focus on thinking about the language demands of one's own lessons, strategies to incorporate specific vocabulary instruction, and other best practices of ESL teachers that are easily adapted to a sheltered content environment. Goddard HS will keep track of PD through signed agendas from each workshop attended.

### 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?

1. Robert H. Goddard High School’s Parent Involvement policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. All parents are encouraged to actively participate on the School Leadership Team and Parent Association as trained volunteers and welcomed members of our school community. We will support parents and families of ELL students by:

- Providing materials and training to help ELL parents work with their children to improve their achievement level (e.g., literacy, math and use of technology) and in languages that parents can understand
- Providing ELL parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children in languages that parents can understand;
- Fostering a caring and effective home-school partnership to ensure that ELL parents can effectively support and monitor their child’s progress in languages that parents can understand;
- Providing assistance to parents in understanding City, State and Federal standards and assessments and in languages that parents can understand
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Providing parents will oral and written translation services as needed.

2. At this time, Goddard does not partner with community organizations specifically for parents of ELLs, but we are open to the idea.

3. Robert H. Goddard High School’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with ELL parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s program. This information will be maintained by the school.

In developing Robert H. Goddard High School’s Parent Involvement Policy, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Robert H. Goddard High School will:

- Actively involve and engage all parents in the planning, review and evaluation of the effectiveness of the school’s programs as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Parent Involvement Policy and School-Parent Compact in language that all parents understand;
- Support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills in language that all parents understand
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA) in language that all parents understand.

4. The parental involvement activities address the needs of the parents as indicated in the Parent Involvement Policy above.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

Intermediate(I)										3	2	4		9
Advanced (A)										7	1	1		9
Total	0	0	0	0	0	0	0	0	0	11	3	8	0	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	5	3			9
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									0
7									0
8	2		7				1		10
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		3		3				10
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	7		2		1				10
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	5		0	
Math <u>Geometry</u>	7		0	
Biology				
Chemistry				
Earth Science	4		0	
Living Environment	6		0	
Physics				
Global History and Geography				
US History and Government	1		1	
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)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. As we are a High School, Goddard uses an early literacy assessment tool when it is deemed necessary by the content area teachers and the ESL teacher. The ESL teacher uses the Qualitative Reading Inventory, which provides insight into grade level, fluency, think-aloud strategies, and comprehension. Furthermore, the Achieve3000 program provides a baseline Lexile reading score for all students using the program. Through this program, we have learned that students are not comprehending at a level consistent with grade-level standards, and as a result both the ELA and ESL teachers are teaching explicit fluency, decoding, and comprehension strategies to all students who need support in these areas.

2. The data patterns of many Advanced ELLs in 9th grade, and a few Beginning and Intermediate ELLs in 11th grade show that mainly long-term ELLs are still in the program by the last years of school, with the exception of newcomers. These students struggle with all of their academic classes, not necessarily due to their language proficiency. Some of these 11th graders have not been making expected progress in their language proficiency, with their scores in previous years having been higher than this year. This is a troubling finding, but it re-emphasizes how important it is to intervene as quickly as possible with these students to ensure that they succeed in graduating high school.

3. In general, the students struggled more with Reading/Writing than with Listening/Speaking. For this reason, the pull-out program will focus mainly on balanced literacy with reading skills across subject areas, and writing for a variety of purposes.

4. All answer are for Goddard High School's freestanding ESL program

- The pattern in testing of ELLs is quite clear – they are not passing their Regents exams across grades and proficiency levels. All students take the exams in English, as all class instruction has been in English and we do not offer a bilingual program at Goddard High School. Students are of course given the bilingual glossaries during the test, after they have been taught to use them.
- Our school decided not to opt in to the ELL Periodic Assessments.
- Not applicable.

5. Not applicable.

6. We evaluate ourselves using data analysis, test results, student portfolios, and ongoing informal assessment of all ELLs. As such, the success of the ESL program at Goddard High School is still in its formative stages. Successes include students who have passed into the proficient category through hard work in last year's pull-out program, but this year begins a stronger and more comprehensive program of services. As we are still a new school, we are adding a grade every year. This is the first year that Goddard has had a dedicated full-time

## 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.

Please see attached ESL teacher program for a clearer view of the ESL program model at Robert H. Goddard High School.

## 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		