



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

LEON M. GOLDSTEIN HIGH SCHOOL

SCHOOL NAME : _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **22K535** _____

PRINCIPAL: **JOSEPH ZAZA**_____ **EMAIL:** **JZAZA@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **AIMEE HOROWITZ**_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Joseph Zaza	*Principal or Designee	
Kit Wainer	*UFT Chapter Leader or Designee	
Carmela Rogers	*PA/PTA President or Designated Co-President	
Jose Velez	DC 37 Representative, if applicable	
Ariella Trotsenko	Student Representative	
Angela Sarkisyan	Student Representative	
Milana Breygoltz	Student Representative	
	CBO Representative, if applicable	
Steven Sclavos	Member/UFT	
Michael Schirtzer	Member/ UFT	
Priscilla Wong	Member/Parent	
Suzanne DeBlaise	Member/ Parent	
Wendi Ferraro	Member/ Parent	
Mandi Blitner	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Common Core: Continue to align instruction to the Common Core so that the College Readiness Rate increases by 2% by June 2012. All students in grades 9-11 in all areas will complete college level exit projects aligned to CCLS. While the College Readiness Rate for the city is 21.5% and our peer group is 77.7%, the LMG Readiness Rate is only 84.4%.

Comprehensive needs assessment

Students will demonstrate scientific and literate thinking by producing projects in literacy, science and mathematics that will be presented in class and at fairs, competitions, and contests so that by June 2012, all students will have completed at least one science, math, ELA and Social Studies (United States History and Global) project aligned to the common core standards.

In school year 2010-2011, 175 students completed exit projects aligned to the CCS in upper level science and mathematics courses and 550 students completed exit projects in the humanities. This year all students (1025) will complete exit projects. The SLT identified this as a goal by looking at the school college readiness rate of 84.4%. Research supports the idea that a rigorous high school course of study better prepares students to achieve in a college environment. .

Instructional strategies/activities

- Expand college now courses to help students at risk including continuing the President's Prep Program with KCC. College Now courses are rigorous in design and help prepare students to meet the higher expectations of college courses.
- Students and teachers on the grade level teams will collaborate to develop interdisciplinary projects linked to subject-specific content aligned with the Core Common Standards,
- Students will develop multimedia projects using iMovie, PowerPoint, wikis, blogs, etc. in alignment with the theme for the grade level in each area of the humanities and the sciences and mathematics.
- Our school will hold two Humanities Fairs, one in May and another in June where students will present their work to teachers.
- Math and Science teachers in their Professional Learning Communities will incorporate interdisciplinary content into the curriculum. A continuum of curriculum will be established to help students make connection between subject areas and real work applications aligned to the Common Core Standards. A math and science fair will be held in May/June 2012.
- Teachers in the Professional Learning Teams will assign projects in each of their math, science, and physical education courses aligned to the grade level theme that the teams will decide upon over the Spring and Summer 2011.

- Support teachers in making optimum use of the electronic whiteboard's potential as a powerful instructional tool including better use of related technology such as online grading, use of our website, and blogging to better enable students to write and demonstrate an understanding of course content and skills (as suggested in our Peer Review of the Spring of 2011)
- Provide Professional Development in the use of the Livescribe Pen so that teachers and students in the lowest third can use this assistive technology to help with understanding (as suggested in our Peer Review of the Spring of 2011).
- Offer courses in media arts (film production and appreciation) and conduct professional development for teachers so that students understand the power of the visual medium to convey and create information.
- As suggested in our Peer Review of the Spring of 2011, conduct professional development for teachers on the uses of the I-pad for instructional use. Purchase I-pads for teacher use with the expectation that they will use it in the classroom and by the end of the year, train students to create I-pad content (apps, video, blogs, etc.)
- Teachers and students have set up blogging accounts to aid in instruction.
- Enlist the support of our Principal for a Day Partner, JP Morgan Chase to provide training for students and workshops in class and career and college planning
- Utilize data collection tools such as ARIS, Acuity, and File-maker to track student progress.
- One standard in each subject area was identified as the standard for the course/grade level for the year as suggested in our Peer Review of the Spring of 2011.

Responsible Staff Members:

Principal, All English, ELL, Special Education teachers; AP Humanities, AP Special Education, ESL Coordinator/ CFI and PPS Teams

Timeline:

September 2011– January 2012 – in class, after school, during club hours.

February 2012-May 2012

Student Fair of Work May/June 2012

Evaluation:

Periodic Review:

Weekly by tracking the number of students attending tutorial sessions.

Ten-week Intervals by analyzing Marking Period Grade Data

Quarterly analysis of periodic assessments and Uniform Mid-term/Final examinations

Instruments of Measure:

Periodic Assessments
Scholarship Reports
Midterm/Uniform Final

Projected Gains:

There will be an increase of student exit projects of 5%.
The college readiness rate of 84% will increase to 86%

Strategies to increase parental involvement

- Principal will open Twitter Account in order to inform Parents and Community of events, news, and information
- Seek to obtain funding to continue parental support for linkages and partnerships with science, medical and performing arts organizations.
- Seek to create business-community-parent partnerships in order to bring in resources to the school especially with JP Morgan Chase, our PENCIL Partner
- Liaison with local politicians to support school programs.
- As funding allows, parent leaders will be sent to conferences, and meetings), (leadership, SLT, Core Common Standard Workshops)
- PA will continue to celebrate all student athletes at Sports Night where athletes are our dinner guests and their parents are all invited to attend.
- Parent Association will continue to invite guest speakers to monthly PA meetings on topics of interest to parents, such as SAT Prep, college admissions, financial aid, etc.
- Parents will assist in training of teachers in the area of technology to assist teachers with online grading and the use of the website
- Parents will continue to work with the SLT to advocate for the restoration of the school budget which has lost over a million dollars over the last four years resulting in cuts to classes, programs, AIS, supplies, and after school activities.

Strategies for attracting Highly Qualified Teachers (HQT)

School assigns mentors to support non-HQT staff

Principal runs new staff workshops to non-HQT monthly

Administrators work with non-HQT staff to provide the necessary hours of professional development, finding advanced accreditation, and tuition reimbursement.

Administrators seek HQT staff to fill vacancies by making connections to universities who offer masters programs, working with the HR person within the CFN, attending hiring fairs, and reaching out to our PENCIL partner to recruit HQTs

Professional development for teachers is built into our schedule and all teachers are part of either a Professional Learning Team and/or an Inquiry Team in which

HQT take a leadership in ensuring that the action plan related to this goal is achieved.

Service and program coordination

- School will utilize its SPARK coordinator to provide guidance to students
- Core Common Support from the Network

Budget and resources alignment

Tax Levy for 42 teachers, school administrators and guidance

Inquiry Budget from Network Support Team pending

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIG funds and human resources were used to implement this action plan to target at risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

Supervisor per session (2 days per week)

Professional instructional materials to support curriculum development during the regular school day.

Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Advanced Regents Diploma Continue to support Collaborative Professional Learning Teams so that teachers can create common (periodic assessments), develop and align curricula to state and Core Common Standards, share instructional practices, and boost achievement through inquiry work. As a result, there will be a 2% (5 students) increase in the number of Advanced Regents Diplomas issued (135 in 2010, 178 in 2011) to 183 in 2012 and resulting in an increase in our college preparedness rate to 97% (from 95) by June 2012.

Comprehensive needs assessment

The SLT looked at Regents data over the last five years and identified this as a goal as the trend revealed more students passing five required Regents with more students taking and passing seven exams. The SLT also looked at the definition of “college preparedness” which posits that advanced courses indicates students are “prepared for college.” Given that the school is increasing its rate of students graduating with this diploma type, the SLT believes more students should obtain the advanced diploma. .

Instructional strategies/activities

Complete an item analysis of the previous administration of each Regents using our LMG Data Group Regents Analysis Tool.

Provide tutoring for students in all classes during and, pending budget, after school.

Provide professional development to teachers to use the computer labs for software instruction and to develop higher skills in using the school SmartBoards and iPads.

Obtain funding to provide staff development for teachers at national conferences.

Tutoring sessions will be held during club hours, professional periods, after school programs, and a week before the Regents’.

Support Teacher teams and Inquiry teams in their work around Interdisciplinary unit planning and assessment.

Utilize data collection tools such as ARIS, Acuity, and the LMG Datagroup to track student progress.

Train teachers in looking at student work together so that in the cycle of inquiry, teachers can work together to identify student strengths and weaknesses (as well as teacher practice) in order to increase student achievement.

Include students and student work in the inquiry cycle so that teachers and students are engaged in the inquiry cycle *in the presence of the work*.

Guidance counselors will work with a group of students who demonstrated ability to meet the requirements to receive an advanced diploma and develop and monitor individual plans for each of these students that increases the possibility of these students receiving this type of diploma.

Periodic Review:

Weekly by tracking the number of students attending tutorial sessions.

Ten-week Intervals by analyzing Marking Period Grade Data

Quarterly analysis of periodic assessments and Uniform Mid-term/Final examinations, and student work.

Strategies to increase parental involvement

- Parents will fundraise to help offset budget cuts so that the school can fund after school tutoring and advanced classes after school.
- Seek to obtain funding to continue parental support for linkages and partnerships with science, medical and performing arts organizations.
- Seek to create business-community-parent partnerships in order to bring in resources to the school especially with JP Morgan Chase, our PENCIL Partner that will enable students to learn from the business world, work as interns, and participate in workshops and lectures in the advanced content areas (eg: AP Statistics, Physics)
- Parent Association will continue to invite guest speakers to monthly PA meetings on topics of interest to parents and students, such as SAT Prep, college admissions, and financial aid.
- Faculty and staff members (deans, guidance counselors, teachers, PSAL A.D. and coaches will be invited as guest speakers at PA meetings to discuss the common core and graduation requirements

Strategies for attracting Highly Qualified Teachers (HQT)

School assigns mentors to support non-HQT staff

Principal runs new staff workshops to non-HQT monthly

Administrators work with non-HQT staff to provide the necessary hours of professional development, finding advanced accreditation, and tuition reimbursement.

Administrators seek HQT staff to fill vacancies by making connections to universities who offer masters programs, working with the HR person within the CFN, attending hiring fairs, and reaching out to our PENCIL partner to recruit HQTs

Professional development for teachers is built into our schedule and all teachers are part of either a Professional Learning Team and/or an Inquiry Team in which HQT take a leadership in ensuring that the action plan related to this goal is achieved.

HQT teachers train their colleagues at professional development sessions related to content, pedagogy, and technology (eg: use of ipads, smarboards, and software)

Service and program coordination

- Will use Title I funding for the one student we currently have in temporary housing to purchase supplies
- School will utilize its SPARK coordinator to provide guidance to students

Budget and resources alignment

Tax Levy: 42 teachers to provide instruction

School administrators and guidance to support the work of the school

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG funds and human resources were used to implement this action plan to target at risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

Supervisor per session (2 days per week)

Professional instructional materials to support curriculum development during the regular school day.

Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- ***To improve student performance on Regents exams students so that more students reach mastery.*** In keeping with the goal of preparing students for college and career, students passing with mastery (85% or better) will increase by 2% in each of the five core Regents exams by June 2012.

Comprehensive needs assessment

- In order to prepare more students for college, students should pass their Regents with mastery, take College Now Courses, and excel on Advanced Placement Exams. Last year, 93% of our students passed their Regents with at least a 65 thereby achieving a 95% College Preparatory Course Index. This Index was higher than the Peer Average for NYC schools (84.3%) and the City Wide Average (29.8%).
- In each of the Core Examinations, mastery has not increased evenly or consistently.

Subject	2010 at mastery	2011 at mastery	2012 Goal
ELA	61% (157 of 258)	70.67 (191 of 272)	72 (195)
Global History	49% (130 of 273)	44% (115 of 260)	50% (130)
United States History	82% (204 of 249)	90% (242 of 270)	91% (245)
Algebra	22% (20 of 92)	34% (32 of 93)	36% (95)
Living Environment	50% (50 of 100)	43% (94 of 218)	52% (55)

After an item analysis of each Regents was completed, it was decided that a plan is needed to address student performance on Regents so that students can pass with mastery and as a result, be better prepared for the rigors of college.

Instructional strategies/activities

After an item analysis of each Regents has been completed, a plan will be developed using the LMG Datagroup to inform teachers of possible future alterations in course content and methods. This plan will include the topics, themes and concepts covered on the Regents and the questions which

students scored best and worst on would be recorded. This analysis may lead to possible changes in topics, time spent on these topics and instructional approaches in Regents classes.

All teacher midterms and finals will be reviewed to determine that they cover state curriculum (Regents content), CCS, and Regents type questions. In addition, post-observation conferences will deal with student preparedness to pass and achieve mastery on Regents examinations.

Each department will continue to work in Inquiry Teams that will develop ideas to improve Regents grades. Presentations by the committees will be made at department meetings (a number of department meetings will deal with Regents preparation), and aligning current state standards.

The student mentoring program, which could occur during lunch periods and club hours, will be expanded so that high performing juniors and seniors could tutor freshmen and sophomores for Regents examinations.

Utilize data collection tools such as ARIS, Acuity, and the LMG Datagroup to track student progress.

Continue to require all students to take four years of Math and Science and three years of a Foreign Language.

Periodic Review:

Weekly by tracking the number of students attending tutorial sessions.

Ten-week Intervals by analyzing Marking Period Grade Data

Quarterly analysis of periodic assessments and Uniform Mid-term/Final examinations

Instruments of Measure:

Periodic Assessments

Scholarship Reports

Midterm/Uniform Final

Projected Gains:

Rise in number of students passing June Regents.

Rise in the number of students taking and passing Regents Examinations with mastery

Strategies to increase parental involvement

Seek to obtain funding to continue parental support for linkages and partnerships with science, medical and performing arts organizations.

Invite parents to attend and participate in College/Career Day

Strategies for attracting Highly Qualified Teachers (HQT)

School assigns mentors to support non-HQT staff

Principal runs new staff workshops to non-HQT monthly

Administrators work with non-HQT staff to provide the necessary hours of professional development, finding advanced accreditation, and tuition reimbursement.

Administrators seek HQT staff to fill vacancies by making connections to universities who offer masters programs, working with the HR person within the CFN, attending hiring fairs, and reaching out to our PENCIL partner to recruit HQTs

Professional development for teachers is built into our schedule and all teachers are part of either a Professional Learning Team and/or an Inquiry Team in which HQT take a leadership in ensuring that the action plan related to this goal is achieved.

HQT teachers train their colleagues at professional development sessions related to content, pedagogy, and technology (eg: use of ipads, smarboards, and software)

Service and program coordination

- School does not receive Federal support; state and local support is limited to operational costs
- Inquiry Support for teacher teams from Network Support Team
- Collaboration with Kingsborough Community College and J.P. Morgan Chase

Budget and resources alignment

Tax Levy: 42 teachers to provide instruction

Leadership and guidance to provide instructional support

Inquiry Support for teacher teams from Network Support Team (budget pending)

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG funds and human resources were used to implement this action plan to target at risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

Supervisor per session (2 days per week)

Professional instructional materials to support curriculum development during the regular school day.

Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To Provide students with more opportunities to perform Community Service and to find more Community Service Partnerships

All students will participate in Community Service and perform at least 40 hours per year by June 2012.

Comprehensive needs assessment

After data analysis of student participation in community service (from our LMG Data Group Program), the SLT found that only 200 of the 1000 students performed service in 2010.

Instructional strategies/activities

- Increase student awareness of the need to perform community service through workshops, bulletin boards, and use of the website.
- Inform the student body of the community service portal on Filemaker
- Utilize student data to align their interests, skills, and talents to potential organizations, which we will advertise to the student body on an ongoing basis organizations
- Hold community service fair.
- Create incentives to perform service
- Publish newsletter and write stories in the *Current*
- Track service through Filemaker
- Present a J. P. Morgan Service Award to a student at graduation and present Community Service certificate to underclassmen with the most hours

Strategies to increase parental involvement

- Disseminate information to Leon M. Goldstein High School community through newsletters, Phone Messenger, minutes of meetings, PA bulletin board, and school website about the community service requirement.
- Involve parents to become partners by having parents take on service volunteers in their place of employment.
- Provide increased opportunities for students to serve the community with parents, i.e., Penny Harvest, Project Hope, Breast Cancer Walks.
- Seek to create business-community-parent partnerships in order to bring in resources to the school especially with JP Morgan Chase, our PENCIL Partner
- Liaison with local politicians to support the school's efforts to place students
-

Strategies for attracting Highly Qualified Teachers (HQT) School assigns mentors to support non-HQT staff

Principal runs new staff workshops to non-HQT monthly

Administrators work with non-HQT staff to provide the necessary hours of professional development, finding advanced accreditation, and tuition reimbursement.

Administrators seek HQT staff to fill vacancies by making connections to universities who offer masters programs, working with the HR person within the CFN, attending hiring fairs, and reaching out to our PENCIL partner to recruit HQTs

Professional development for teachers is built into our schedule and all teachers are part of either a Professional Learning Team and/or an Inquiry Team in which HQT take a leadership in ensuring that the action plan related to this goal is achieved.

HQT teachers train their colleagues at professional development sessions related to content, pedagogy, and technology (eg: use of ipads, smarboards, and software)

Service and program coordination

- Our PENCIL Partner, J.P. Morgan Chase is assisting us with this goal.
- Local CBO's and businesses

Budget and resources alignment

Tax Levy: 10 teachers, 2 Assistant Principals, and Guidance to administer program

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG funds and human resources were used to implement this action plan to target at risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

Supervisor per session (2 days per week)

Professional instructional materials to support curriculum development during the regular school day.

Teacher per session (2 days per week) for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

5	N/A							
6	N/A							
7	N/A							
8	N/A							
9	30	30	30	30	7	0	3	2
10	30	30	30	30	6	0	3	5
11	30	30	30	30	8	0	2	2
12	0	0	0	0	2	0	2	1

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	PM School, 37 minutes, peer and teacher led tutorial after school, Inquiry Team. Each grade level team meet with each other during the school day to discuss student progress. Each team member must meet with student for 45 minutes during the school day at least once per month to set goals, implement specific strategies discussed in inquiry, and track and support student progress. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)
Mathematics:	PM School, 37 minutes, peer and teacher led tutorial after school, Inquiry Team. Each grade level team meet with each other during the school day to discuss student progress. Each team member must meet with student for 45 minutes during the school day at least once per month to set goals, implement specific strategies discussed in inquiry, and track and support student progress. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)

Science:	PM School, 37 minutes, peer and teacher led tutorial after school, Inquiry Team. Each grade level team meet with each other during the school day to discuss student progress. Each team member must meet with student for 45 minutes during the school day at least once per month to set goals, implement specific strategies discussed in inquiry, and track and support student progress. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)
Social Studies:	PM School, 37 minutes, peer and teacher led tutorial after school, Inquiry Team. Each grade level team meet with each other during the school day to discuss student progress. Each team member must meet with student for 45 minutes during the school day at least once per month to set goals, implement specific strategies discussed in inquiry, and track and support student progress. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)
At-risk Services Provided by the Guidance Counselor:	Mandated Counseling: Counselors meet with students during the regular hours of each day for 45 minutes. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)
At-risk Services Provided by the School Psychologist:	Psychologist meets with students during the regular hours of each day for 90 minutes each week. Total 90 minutes each week. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)
At-risk Services Provided by the Social Worker:	ASD Nest program counseling. Social Worker meets with students during the regular hours of each day for 45 minutes. There is also a peer tutoring program for students on the spectrum. Students will demonstrate the ability to transfer good social skills to new and different situations.
At-risk Health-related Services:	ASD Nest program counseling. Social Worker meets with students during the regular hours of each day for 45 minutes. There will also be a peer tutoring program implemented by January 2012. Students will demonstrate the ability to transfer good social skills to new and different situations.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Empowerment Network	District 22	Borough Brooklyn	School Number 535
School Name Leon M. Goldstein HS			

B. Language Allocation Policy Team Composition [?](#)

Principal Mr. Joseph Zaza	Assistant Principal Mr. Christian Del Re
Coach	Coach
ESL Teacher Mrs. Maria Smith, ESL	Guidance Counselor Ms. Barbara Mosconi
Teacher/Subject Area	Parent
Teacher/Subject Area Mr. M. Trowbridge, Librarian	Parent Coordinator Mrs. Debra Eng
Related Service Provider	Other
Network Leader Mr. William Bonner	Other Student Rep.: Andrea Saavedra

C. 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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	5
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	1026	Total Number of ELLs	4	ELLs as share of total student population (%)	0.39%
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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. Our English language learner identification process follows the guidelines specified in the New York State – LEP Identification Process Memorandum #2, attachment #2. Our identification team includes an ESL teacher, a foreign language teacher and a paraprofessional to assist with translation needs, a guidance counselor, a parent coordinator and a secretary. The HLS are distributed by the team and students fill it out. When parents or students need translation services a translator is sought out and a HLS in the native language is issued. All HLS are reviewed by the ESL teacher who interviews any potential ELL student and his/ her parent. If translation services are needed, a translator is provided for the student or parent. Once a potential ELL is identified, the LAB- R is administered and scored. If the student is not an English language learner, he/ she enters the general education population; however, if the student speaks a language other than English or speaks little or no English, the LAB-R is administered and scored by the ESL teacher and the student is appropriately placed according to the score. The NYSESLAT scores are reviewed biannually to determine the weakest and strongest modalities. Once the data is collected and evaluated, curriculum is designed according to the needs of the students. Moreover, formal and informal periodic assessments help the ELL teacher refine and alter curriculum design throughout the term to enhance student learning. Spanish speaking ELL's are give the LAB. The languages spoken by teachers are Spanish, English and Russian. ATS reports are used to ensure all ELLs receive the NTSELAT.
2. The parents of all students who scored at the beginning, intermediate, or advanced level are informed, invited to an orientation where they learn about the school's ELL program, view a DVD about ELL services, and select from the three program choices New York State mandates. This initial outreach to ELL parents is done in the first 10 days of the school year. During the first 10 days of school, three orientations are held at different times. If parents can not attend these meetings, the BESIS coordinator sets up individual appointments for these parents.
3. Further, outreach is organized by the BESIS Coordinator and the parent coordinator. There is a conscientious effort to distribute and to collect all entitlement letters, Parent Surveys and Program Selection forms by the ESL teacher and the parent coordinator. Moreover, there is a bimonthly review about the collection of all surveys and letters until every family has returned its documentation. Follow- up mailings, e-mails and phone calls are all part of the collection process.
4. If the student speaks a language other than English or speaks little or no English, the LAB-R is administered and scored by the ESL teacher and the student is appropriately placed according to the score. The parents of all students who scored at the beginning, intermediate, or advanced level are informed. If translation or guidance services are required or requested, the parents are invited in to meet with both the guidance counselor and BESIS coordinator to discuss program placement and programming of their child.
5. The Parent Surveys and Program Selection Forms are reviewed frequently to ascertain current trends regarding the program choices of the LEP students and their parents. Both the parent coordinator and the ESL teacher correspond with LEP parents in their native languages about issues of concern to them. Over the past five years, one hundred percent of our ELL parents have consistently and repeatedly selected the free- standing ESL program for their children.
6. If the programs requested by the ELL parents change and if our demographics change, transitional bilingual and dual language programs will be established. First, our LAP team will review the school demographics, the Program Selection Forms to determine if a program is warranted. Secondly, all parents would be informed of the program and given an opportunity to reassess their choices.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	3	Special Education
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)

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

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

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		
Total	3	0	0	1	0	0	0	0	0	4
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. For our ESL program, the organizational model is a self-contained, heterogeneous, ungraded class structure.

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

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

As mandated by CR Part 154, advanced students are receiving the 180 allotted minutes of ESL instruction as well as the 180 minutes of ELA instruction per week. Our intermediate student is receiving 360 minutes of ESL instruction per week.

3. All content area subjects are taught in English. We do not offer sheltered content area classes for ESL students, but all teachers are versed in the use of differentiated instruction and scaffolding strategies. In content area classes and in the ESL classroom, students have access to a few discipline specific classroom libraries with a wide range of resources on many reading levels. Also, content area teachers have assigned buddies to many of our ESL students. Finally, peer tutoring in all content areas is available four days a week during all lunch bands and all ESL students are strongly encouraged to attend peer tutoring and Regents Exam tutoring.

4. All testing is done in English. If a Regent exam is administered in a native language, a grader with the appropriate license in the content area and the language will grade the exam. If the school needs to reach out to a school in its network for this assistance it will.

5. a, d. At present, we do not have as part of our ELL population, SIFE students, special need students, or Long Term- ELLs. However, in the future, if our population changes, we will create the necessary programs and program accommodations.

b & c. The instruction in the ESL classroom is standards based where a cohesive integration of ESL/ ELA standards, assessment, and student performance drives curriculum design. Students' needs and deficiencies are addressed individually or in whole class mini- lesson instruction. Topics, such as determining the theme, reading strategies, paragraph development, listening and note- taking, and testing strategies, address all four modalities. Weekly, we work on listening and speaking skills. Learning environments are created where

A. Programming and Scheduling Information

students engage in accountable talk and practice public speaking. Secondly, based on the review of data from the reading and writing portions of the NYSESLAT, students are guided to work on individualized reading and writing programs which let students work at their own pace and address their own needs. The expectations of the independent reading and writing programs are clearly defined and the programs allow students to avoid needless repetition and to focus on the mastery of core concepts. Finally, during whole group instructional time, the ESL teacher models skills and strategies that students will practice during their independent sessions. All projects require students to deal with multiple modalities on a challenging level and in an integrated format. Also, content area based units allow for development of schema and activation of prior knowledge.

6. There is a focus on discipline specific vocabulary, scaffolding of tasks, and modeling of writing and reading strategies for all content area subjects. One on one tutoring, glossaries for content areas, and simplified reading passages are also used in content area class.

7. Schedules are modified based on language proficiency. A student with less language proficiency and a strong math background will be scheduled for a chemistry class versus a living environment class. Other scheduling modification are made according to individual needs. Independent courses of study to enhance or to provide remediation are designed to support each student's language growth. Alternative assessments such as i-movies, non-fiction reading journals, and visual essays are all used to support content knowledge access and development.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

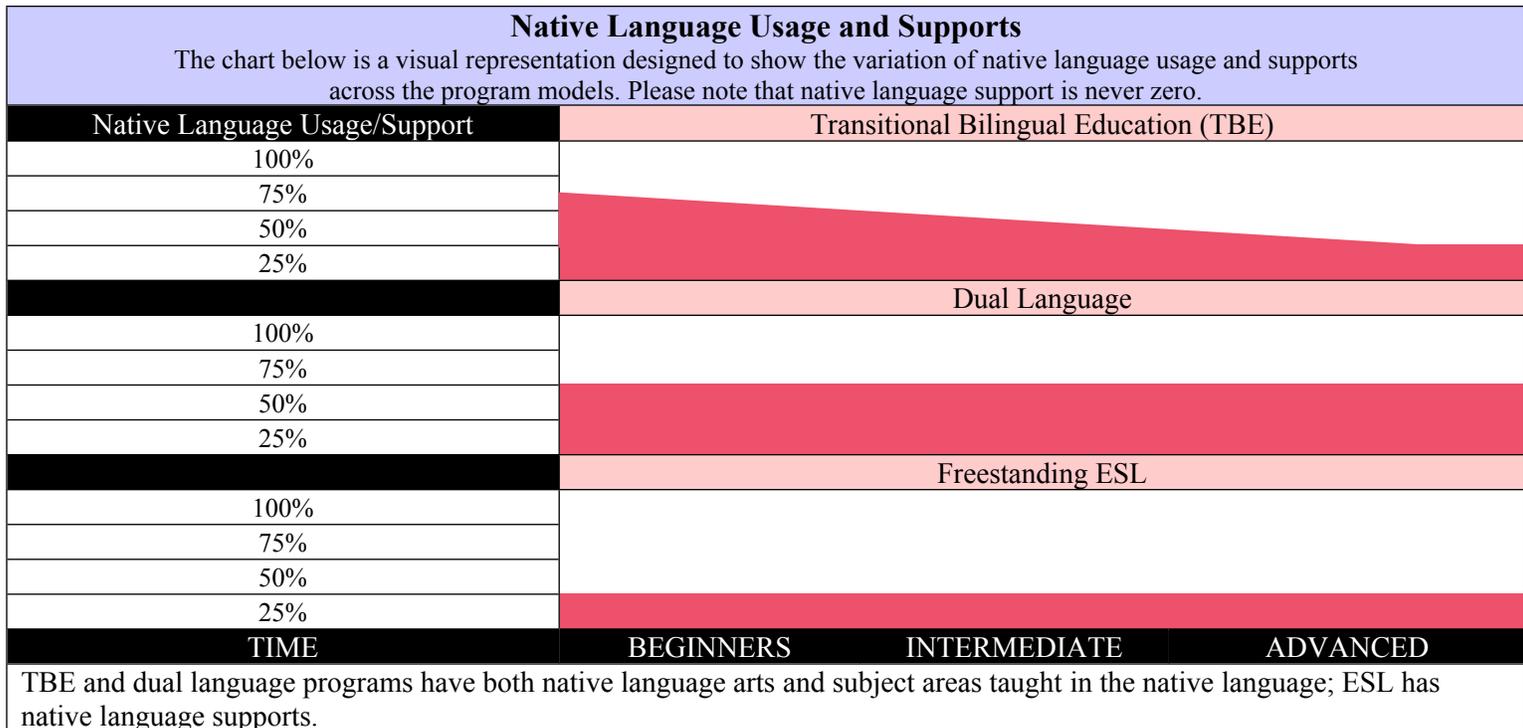
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs include peer tutoring in a student's native language or English, Regents tutoring, 37 1/2 minutes tutoring in all content areas, and CFI team intervention where students meet with staff members to set goals and track progress. Finally, other types of programs offered by our school to support our ELLs and former ELLs include AIS, counseling, referral for related services, parent conferences to develop action plans, referrals to community agencies, targeted instruction, student assessment analysis (CFI team) and pupil personnel committees. Most of these services are provided in English, but if translation services are required, they are sought out.

9. All guidelines specified in "The Testing Accommodations for Former Limited English Proficient/ English Language Learners" are followed. Also, progress reports are issued biannually for former ELLs and reviewed by the BESIS coordinator. If follow up is required, the BESIS person requests a conference with the student and his/ her guidance counselor. Also, if the student is being tracked by the CFI team, a member of the team is invited to attend the meeting.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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8. Targeted intervention programs include peer tutoring in a student's native language or English, Regents tutoring, 37 1/2 minutes tutoring in all content areas, and CFI team intervention where students meet with staff members to set goals and track progress. Finally, other types of programs offered by our school to support our ELLs and former ELLs include AIS, counseling, referral for related services, parent conferences to develop action plans, referrals to community agencies, targeted instruction, student assessment analysis (CFI team) and pupil personnel committees. Most of these services are provided in English, but if translation services are required, they are sought out.

9. All guidelines specified in "The Testing Accommodations for Former Limited English Proficient/ English Language Learners" are followed. Also, progress reports are issued biannually for former ELLs and reviewed by the BESIS coordinator. If follow up is required, the BESIS person requests a conference with the student and his/ her guidance counselor. Also, if the student is being tracked by the CFI team, a member of the team is invited to attend the meeting.

10 & 11. Because of the size of the ELL population at LMGHS, no new programs are scheduled and no cuts are planned.

12. We are a one program school and all students are eligible for all course offerings and programs. All students may apply for AP courses and electives with the approval of their teachers and with a willingness to work hard. After school translation is available through the use of dual language para's. Also, peer tutors are available for translations.

13. All classrooms have smartboard technology which means all classrooms have internet access. Streamed materials and visual and audio materials are available for use in all classrooms. Also, there is a new MAC lab in the school where music and film courses are taught.

14. Peer tutoring supports students who want to maintain their native languages and plan to take a Regents Exam in their native language. Peer tutoring with this goal in mind is strongly encouraged and the guidance office usually pairs students in study teams when students show interest.

15. Yes.

16. The BESIS coordinator sends all relevant flyers about city summer programs for ELLs to incoming ELL students.

17. We only offer Italian and Spanish at the school. Because of scheduling issues, most ELLs do not take a language class until they have passed out of the ESL program.

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)?

N/A

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

2. The BESIS coordinator and the guidance counselors work together to support incoming ELLs. All new guidelines and information from network sources or PD are shared with the guidance department to ensure the incoming ELL population has a smooth transition.

3. The size of our program and the diversity of our LEP population affect both instruction of the ESL population and PD opportunities for the staff. The implications for PD can be as simple as informing the staff of the ESL population at the school and of ESL methodologies that work with ESL students. At our November faculty conference, an ESL staff member will review the Regents modifications for ELLs and former ELLs. At a series of department meeting, the focus will be differential instruction, strategies that work, rigor, grading and achievement when teaching ELLs, resource room students and gifted students, icebreakers that open scheme and enhance discipline specific vocabulary, and summarizing activities that help students self assess. At our grade level meetings, teachers discuss ELL students who need interventions and interdisciplinary approaches that support their learning. Also, informal conferencing with staff members to monitor the progress of ESL students and to offer assistance is essential. As per Jose P., each staff member is required to fulfill their seven and a half hours of ELL training and turn in proof of their completion of this course of study. Because of the heightened awareness that these conferences can bring, many members of our faculty anticipate and accommodate the needs of our ESL population by setting up peer tutoring, by modifying tests, by working collaboratively on teaching units with the ESL staff and by using modified teaching methods to assist and support ESL students.

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, 3, &4. Parent input is encouraged and sought after by both the parent coordinator and the Leon M. Goldstein High School staff. Our parent coordinator has set up a phone messaging system and an e-mail database to inform parents of upcoming events and parent association meetings. She has put together an informal network of people to translate letters and call ELL parents keeping them abreast of events and their children's progress. Throughout this outreach, the parent coordinator collects data by soliciting ELL parents about their needs and wishes, by surveying all parents annually, by reviewing the minutes of the Parent Association meetings, and by corresponding via e-mail. Then, the LAP team works together to prioritize a course of action for ELL students and parents of ELLs based on the data collected. All our parental involvement activities are designed based on the data collected through surveys and Parent Association meetings.

Workshops for parents and parents with their children to which ELL parents are invited include Internet Safety, Choice and Consequences: Teen Drinking and Driving, and SAT Prep and Its Importance. More workshops and activities the school has organized include: The Process of College Admissions, and FAFSA: Step by Step. Finally, PTA meetings, College Information Night, Financial Aid Night, sports awards, the winter and spring concerts, the school play and musical, the musical revue and other student centered activities involve all parents in the school community and the ESL staff and the parent coordinator encourage all ELL parents to attend these events.

2. At present, our school does not partner with an outside agency to provide workshops for ELL parents. If our demographics change, we will consider partnering with community based organizations.

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
Intermediate(I)												1		1
Advanced (A)										2		1		3
Total	0	0	0	0	0	0	0	0	0	2	0	2	0	4

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	
	A										1		1	
	P										1			
READING/ WRITING	B													
	I												1	
	A										2		1	
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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				
Integrated Algebra				
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1	1	0	0
Earth Science				
Living Environment				
Physics				
Global History and Geography	1	1	1	0
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1 & 2. In the spring of 2011, 8 current and incoming ELL students passed the NYSESLAT. In September of 2011, one student was given the LAB- R and received an advanced score. There are four ELLs that remain in our program; three are on an advanced level and one is on an intermediate level. The strengths of our program are as follows. Listening and speaking are the strongest modalities according to the spring 2011 NYSESLAT Exam records. We have one proficient student and three advanced students. Since the spring of 2010, the students have not changed levels. The weaknesses of our program are due mostly to the size of it. The spring 2011 NYSESLAT data indicates the writing and reading modalities are the weakest modalities, with one student getting an intermediate score and three getting an advanced score.

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

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

Finally, to maintain and enhance the listening and speaking skills of our ELLs, students engage in accountable talk, practice public speaking, and listen to and complete activities based on news reports, lectures and interviews.

4. Since our program is so small, there are no patterns to note. Since we only have an ESL program, all tests are given in English. Also, for the last three years, only one student has requested a Regents Exam in her native language; therefore, no comparison can be made about how students are faring on native language exams versus English exams. If our demographics change, this will be considered. The Periodic Assessment has informed instruction. Last year, the result for the Periodic Assessment highlighted a need for a mini unit on basic grammar which was created.

5. N/A

6. The evaluation of the ESL program is done annually. The LAP team reviews student data, the NYSESLAT, the Periodic Assessment and informal classroom assessments to evaluate the strengths and weaknesses of the program. The team also reviews the goals that had been set the year before and evaluates whether they have been achieved. Then, new goals for the next year are set and an action plan to achieve those goals is created.

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.

Part VI: LAP Assurances

School Name: Leon M. Goldstein HS

School DBN: 535

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Joseph Zaza	Principal		10/25/11
Mr. Christian DelRe	Assistant Principal		10/25/11
Mrs. Debra Eng	Parent Coordinator		10/25/11
Mrs. Maria Smith	ESL Teacher		10/25/11
	Parent		1/1/01
Mr. Michael Trowbridge	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Barbara Mosconi	Guidance Counselor		10/25/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 535 School Name: Leon M Goldstein

Cluster: _____ Network: 405

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

Part A: Needs Assessment Findings

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

After conducting informal polls and focus groups of parents, teachers, student body, and review of official school data reports regarding home languages (within HSST, ATS, ARIS, etc), our school was able to conclude that translation services are needed in the following home language areas: Russian, Spanish and Chinese.

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.

In order to increase parental involvement and student achievement at our school, our translation task force has concluded the following:

A. Translators (Teachers) should be hired and paid per-session to attend all school events to increase parental involvement in our many instructional and extra-curricular activities.

B. Translators (teachers) should be hired and paid per-session to work with the student English Language Learner Population when students are having difficulties with subject area.

C. When staff members are not available to translate at official functions, LMGHS will call the DOE translation Service bureau-- 718 752-7373 and conduct three way translation sessions with parties requiring the services.

D. When communicating with parents and students who need translation, the school will provide translation of official communications on the school web site, where they can be translated into multiple languages.

These findings and next steps were reported back to parents association members and members of student government.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will provide the following translation services

- A. Oral Translation led by teachers
- B. Oral Phone translation via the DOE Translation Services Department
- C. Written translation via the school web site

No Outside vendors will be hired for this activity

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school will provide oral and written translation services by school personnel at all public events involving parents. Moreover, when required, the school will also provide written translations to the school community.

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 school will make every effort to communicate and translate official communication to the school community regarding health, safety, and academic information via systematic translation to be in compliance with chancellors reg A-663