



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ROBERT H. GODDARD MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q202

PRINCIPAL: WILLIAM FITZGERALD

EMAIL: WFITZGE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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
William M. Fitzgerald	*Principal or Designee	
Barbara Meenan	*UFT Chapter Leader or Designee	
Autilia Lessen	*PA/PTA President or Designated Co-President	
Cathy Cappucio	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joan Ferrato	Member/Teacher	
Mercedes Espinosa	Member/Parent	
Antoinette Tucci	Member/Teacher	
Mary Lewis	Member/Teacher	
Mary Loccisano	Member/Teacher	
Danielle Patterson	Member/Parent	
Donna Marino	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

Annual Goal #1

- *By June 2012, students with disabilities in ELA (English Language Arts) will demonstrate progress towards achieving state standards as measured by a 10% decrease in the those students scoring at a Level 1 and a 10 % increase in those students scoring at a Level 3 & 4 on the New York State ELA (English Language Arts) Assessment.*

Comprehensive needs assessment

- *After conducting a needs assessment with the cabinet and school leadership, and analyzing all current data, including the New York City Progress Report Card and the New York State Report Card, we have concluded that our students with disabilities in ELA (English Language Arts) have not met their AYP. Therefore our focus will be to decrease the number of 1s by 10% and increase the amount of 3s and 4s by 10% as measured by the New York State ELA (English Language Arts) Assessment.*

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: Data driven instruction and curriculum differentiation. Literacy in all content areas- portfolios/content writing/novels & literature journals, Looking at Student work, CCLS-ELA, Bloom's Taxonomy, Writing in the Content Area, Reading & Writing for a Purpose, CCSS in ELA-Rigorous Classroom Instruction, Danielson's Framework for Effective Teaching, CCSS CFN-Curriculum Mapping, Rosetta Stone: Understanding, Navigating and Retrieving Data, Collaborative Inquiry for Data CFN, ARIS for Data Specialists.

- *Target Population(s): Teachers servicing SWDs and students in SWD subgroups*
- *Responsible Staff Members: Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, Coaches, Staff Developers (External), Data Specialist*
- *Implementation Timeline September 2011 through 2012*

Activity #2

- *Academic Intervention Services: AIS will be provided during the week to struggling students who have been identified as at risk and requiring the necessary intervention services (e.g. small group instruction) to navigate text and the ELA exam. Student progress will be monitored as well as setting goals in ELA based on the indicators of interim assessments and follow up activities*
- *Target Population(s): Teachers working with SWDs and students in SWD subgroups not making acceptable gains*
- *Responsible Staff Members: Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator*
- *Implementation Timeline: September 2011 through 2012*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks*
- *Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed*
- *Periodic Benchmarks Dates: September 2011-April 2012*

Strategies to increase parental involvement

- The Parent Coordinator and other staff members (e.g. Teachers, APs, Principal, etc...) will attend regular PTA meetings to share information and respond to parent questions and inquiries
- The Principal along with the SLT (School Leadership Team) will hold monthly meetings to keep parents apprised of the various issues concerning the school
- The Principal will create and distribute a monthly newsletter highlighting the school activities and events
- The Parent Coordinator will hold periodic workshops to inform parents of school issues
- MS 202 will utilize Datacation (Skedula) to keep parents informed of their child's academics/behavior
- MS 202 will utilize School Messenger to inform parents of upcoming events and/or emergencies
- Parents will be trained on ARIS Parent Link to have greater access to their child's progress
- Two weeks prior to the start of the month, we will distribute the school calendar, informing parents of upcoming events
- MS 202 will hold Student of the Month Celebrations in conjunction with the PTA meetings and an Honors Assembly at the end of each quarter
- When necessary, MS 202 will have translators available, so parents with limited English fluency can understand the proceedings at the PTA meetings
- MS 202 will help parents gain access to support services by other agencies, such as Health Care, Supplemental Educational Services (SES) and Academic Intervention Services (AIS)
- MS 202 will computer workshops to educate parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends Recruitment Fairs to identify highly qualified teachers
- MS 202 has an ongoing partnership with nearby Colleges (e.g. Queens College) to allow student teachers to intern and determine if qualified for a future opening/position
- Coaches are assigned to mentor new teachers and to support struggling teachers

Service and program coordination

- *The school has established an LTG Grant*
- *The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning*

Budget and resources alignment

- Tax Levy, IDEA, Title I, IDEA, PCEN, NYS Legislative Funds, AIS Funds Resources: Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- *By June 2012, our students with disabilities in Math will demonstrate progress towards achieving state standards as measured by a 10% decrease in the those subgroups scoring at a Level 1 and a 10 % increase in those students scoring at a Level 3 & 4 on the New York State Math Assessment.*

Comprehensive needs assessment

- *After conducting a needs assessment with the cabinet and school leadership, and analyzing all current data, including the New York City Progress Report Card and the New York State Report Card, we have concluded that our students with disabilities in Math have not met their AYP. Therefore our focus will be to decrease the number of 1s by 10% and increase the amount of 3s and 4s by 10% as measured by the New York State Math Assessment.*

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: Data driven instruction and curriculum differentiation. Math Portfolios, Datafolios, Math Diagnostic Grading Policy, CCSS-Math, Math Workbooks, ITA, ISA, ARIS for Data Specialists, Math Benchmarks, Blooms Taxonomy, Rigor, Math: Student Centered Teaching

- *Target Population(s): Teachers servicing SWDs and students in SWD subgroups*
- *Responsible Staff Members: Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator*
- *Implementation Timeline: September 2011 through 2012*

Activity #2

- *Academic Intervention Services: Academic Intervention Services: AIS will be provided during the week to struggling students who have been identified as at risk and requiring the necessary intervention services (e.g. small group instruction) to navigate text and the Math exam. Student progress will be monitored as well as setting goals in Math based on the indicators of interim assessments and follow up activities*
- *Target Population(s): Teachers working with SWDs and students in SWD subgroups not making acceptable gains*
- *Responsible Staff Members: Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator*
- *Implementation Timeline: September 2011 through 2012*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks*
- *Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed*
- *Periodic Benchmarks Dates: September 2011-April 2012*

Strategies to increase parental involvement

- The Parent Coordinator and other staff members (e.g. Teachers, APs, Principal, etc...) will attend regular PTA meetings to share information and respond to parent questions and inquiries
- The Principal along with the SLT (School Leadership Team) will hold monthly meetings to keep parents apprised of the various issues concerning the school
- The Principal will create and distribute a monthly newsletter highlighting the school activities and events
- The Parent Coordinator will hold periodic workshops to inform parents of school issues
- MS 202 will utilize Datacation (Skedula) to keep parents informed of their child's academics/behavior
- MS 202 will utilize School Messenger to inform parents of upcoming events and/or emergencies
- Parents will be trained on ARIS Parent Link to have greater access to their child's progress
- Two weeks prior to the start of the month, we will distribute the school calendar, informing parents of upcoming events
- MS 202 will hold Student of the Month Celebrations in conjunction with the PTA meetings and an Honors Assembly at the end of each quarter
- When necessary, MS 202 will have translators available, so parents with limited English fluency can understand the proceedings at the PTA meetings
- MS 202 will help parents gain access to support services by other agencies, such as Health Care, Supplemental Educational Services (SES) and Academic Intervention Services (AIS)
- MS 202 will computer workshops to educate parents

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- Administrative staff regularly attends Recruitment Fairs to identify highly qualified teachers
- MS 202 has an ongoing partnership with nearby Colleges (e.g. Queens College) to allow student teachers to intern and determine if qualified for a future opening/position
- Coaches are assigned to mentor new teachers and to support struggling teachers

Service and program coordination

- *The school has established an LTG Grant*
- *The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning*

Budget and resources alignment

- Tax Levy, IDEA, Title I, IDEA, PCEN, NYS Legislative Funds, AIS Funds Resources: Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- *By June 2012, our ELLs(English Language Learners) in ELA (English Language Arts) will demonstrate progress towards achieving state standards as measured by a 10% decrease in the those subgroups scoring at a Level 1 and a 10 % increase in those students scoring at a Level 3 & 4 on the New York State ELA (English Language Arts) Assessment.*

Comprehensive needs assessment

- *After conducting a needs assessment with the cabinet and school leadership, and analyzing all current data, including the New York City Progress Report Card and the New York State Report Card, we have concluded that our ELLs(English Language Learners) in ELA (English Language Arts) have not met their AYP. Therefore our focus will be to decrease the number of 1s by 10% and increase the amount of 3s and 4s by 10% as measured by the New York State ELA (English Language Arts) Assessment.*

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: ELL Compliance, Teaching Struggling ELLs, Collaborative Inquiry for Data, Data Analysis for ELL Specialists, Making Middle School Math Meaningful for ELLs, CCSS Math-Implications for ELLs, Reading and Writing for a Purpose, Improving Outcomes for all ELLs

- *Target Population(s): Teachers servicing ELLs and students in ELL subgroups*
- *Responsible Staff Members: Assistant Principals, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator*
- *Implementation Timeline: September 2011 through 2012*

Activity #2

• *Academic Intervention Services: AIS will be provided during the week to struggling students who have been identified as at risk and requiring the necessary intervention services (e.g. small group instruction) to navigate text and the ELA exam. Student progress will be monitored as well as setting goals in ELA based on the indicators of interim assessments and follow up activities*

- *Target Population(s): Teachers servicing ELLs and students in ELL subgroups*
- *Responsible Staff Members: Assistant Principals, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator*
- *Implementation TimeLine: September 2011 through 2012*

Activity #3

• *A Saturday ELL Academy will be established to address the needs of the struggling ELLs who have been identified as requiring the necessary intervention services to navigate text and the ELA exam.*

- *Target Population(s): Teams of Teachers working with the ELLs not making acceptable gains*
- *Responsible Staff Members: Assistant Principals, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator*
- *Implementation TimeLine: September 2011 through 2012*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks*
- *Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed*
- *Periodic Benchmarks Dates: September 2011-April 2012*

Strategies to increase parental involvement

- The Parent Coordinator and other staff members (e.g. Teachers, APs, Principal, etc...) will attend regular PTA meetings to share information and respond to parent questions and inquiries
- The Principal along with the SLT (School Leadership Team) will hold monthly meetings to keep parents apprised of the various issues concerning the school
- The Principal will create and distribute a monthly newsletter highlighting the school activities and events
- The Parent Coordinator will hold periodic workshops to inform parents of school issues
- MS 202 will utilize Datacation (Skedula) to keep parents informed of their child's academics/behavior
- MS 202 will utilize School Messenger to inform parents of upcoming events and/or emergencies
- Parents will be trained on ARIS Parent Link to have greater access to their child's progress
- Two weeks prior to the start of the month, we will distribute the school calendar, informing parents of upcoming events
- MS 202 will hold Student of the Month Celebrations in conjunction with the PTA meetings and an Honors Assembly at the end of each quarter
- When necessary, MS 202 will have translators available, so parents with limited English fluency can understand the proceedings at the PTA meetings
- MS 202 will help parents gain access to support services by other agencies, such as Health Care, Supplemental Educational Services (SES) and Academic Intervention Services (AIS)
- MS 202 will computer workshops to educate parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends Recruitment Fairs to identify highly qualified teachers
- MS 202 has an ongoing partnership with nearby Colleges (e.g. Queens College) to allow student teachers to intern and determine if qualified for a future opening/position
- Coaches are assigned to mentor new teachers and to support struggling teachers

Service and program coordination

- *The school has established an LTG Grant*
- *The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning*

Budget and resources alignment

- Tax Levy, IDEA, Title I, IDEA, PCEN, NYS Legislative Funds, AIS Funds Resources: Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors

ANNUAL GOAL #4 AND ACTION PLAN

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.

	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	14	22						
7	29	9						
8	18	12						
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. Method for delivery of service (e.g., Small group, one-to-one, tutoring, etc.),
3. When the service is provided (i.e., During the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none"> • The 90 minute Extended Block in ELA classes (Level 1 and 2) in General Education and Special Education will incorporate small group instruction during the school day in all grades based on need, with extended time given on tasks according to the IEP. • Placement of students in self-contained classes for grade 6, 7 and 8 for targeted students in Level 1 and 2 (General Education, including ELL’s scoring below proficiency on NYSESLAT) with reduced Student-Teacher Ratio, enabling small group instruction during the school day based on assessed needs. • A Push In/Pull out AIS teacher will provide small group and individualized instruction during the school day for targeted At Risk students based on assessed needs incorporating ELA strategies with frequency based on need. • The <i>Wilson Academy Program</i> will increase decoding, phonetic analysis, encoding and comprehension skills, delivered through small group or individual instruction the school day with ongoing teacher prescription and monitoring for targeted Level 1 readers with frequency based on needs during. • The <i>Read 180 Program</i> will increase comprehension and balanced literacy skills through effective instructional principals embedded in content and diverse texts, with intensive writing and use of technology. It is delivered through small group instruction during the school day for targeted Level 1 and 2 students with on-going formative and summative assessments. • At Risk SETSS provides small group instruction for targeted, non-mandated students during the school day based on assessed needs. • At Risk Speech and Language Therapy provides small group instruction during the school day for targeted, non-mandated students based on assessed needs. • Teacher supervised Peer Tutoring provided for targeted students at risk of failing required courses (Including ELLs), before or after school or during lunch periods, with ongoing progress monitored. • An After School or Before School Academy for targeted Level 1 and 2 students (General Education,

	<p>Special Education, including ELL’s scoring below proficiency on NYSESLAT) provides skills driven instruction based on assessed needs once or twice weekly according to the following schedule</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • The 90 minute Extended Block in Mathematics classes (Level 1 and 2) in General Education and Special Education will incorporate small group instruction during the school day in all grades based on need, with extended time given on tasks. • Placement of students in reduced class size in Grade 7, for targeted students in Level 1 and 2 (General Education, including ELL’s scoring below proficiency on NYSESLAT) with reduced Student-Teacher Ratio, enabling small group instruction during the school day based on assessed needs. • Extended Day Tutoring will provide small group instruction for targeted Level 1 and 2 students in all grades. It will incorporate Mathematics strategies, Tuesdays & Wednesdays. • A Push In/Pull out AIS teacher will provide small group and individualized instruction during the school day for targeted At Risk students based on assessed needs incorporating Mathematics strategies with frequency based on need. • At Risk SETSS provides small group instruction during the school day for targeted, non-mandated students based on assessed needs. • Circular 6R Tutoring in all subject areas for targeted Level 1 students (General Education or Special Education, ELLs scoring below proficiency on NYSESLAT) in all grades provides small group and individualized instruction during the school day with frequency based on assessed needs. • Teacher supervised Peer Tutoring provided for targeted students at risk of failing required courses (including ELLs), before or after school or during lunch periods, with ongoing progress monitored. • An After School or Before School Academy for targeted Level 1 and 2 students (General Education, Special Education, including ELLs scoring below proficiency on NYSESLAT) provides skills driven instruction based on assessed needs once or twice weekly according to the following schedule: <ul style="list-style-type: none"> ○ Grades 6-8 November – January (ELA) ○ Grades 6-8 January- May (Mathematics) • Summer School in all grades for targeted Level 1 students (General Education and Special Education, ELLs scoring below proficiency on NYSESLAT) provides small group and individualized instruction with frequency based on assessed needs. • Differentiation techniques applied based on data, using ACUITY, Performance
<p>Science</p>	<ul style="list-style-type: none"> • Science instruction at MS 202Q follows the Prototype model customized for middle school science classrooms that utilizes the workshop model coupled with components of the scientific method of discovery. The curriculum follows the NYS Board of Regents guidelines. We focus on inquiry-based and project-based instruction/investigations and hands-on activities. The Scientific method is

	<p>one approach employed for laboratory and controlled investigations. Teachers promote reading, discussing, and using expository text strategies to understand content. Journal writing and 4-Square writing techniques coupled with small group and differentiated instruction support our students' success. Other areas of writing include written and oral reports, and presentations. Teachers also focus on effective questioning techniques to facilitate productive accountable discussion, investigations and support student growth on the NYS Grade 8 Science exam.</p>
Social Studies	<ul style="list-style-type: none"> MS 202Q provides Social Studies instruction aligned with the New York City Standards Social Studies and the New York State Core Curriculum. The Social Studies curriculum focuses on document-based and project-based instruction with reading, discussing, and using expository text strategies. Writing includes journal writing, 4-Square writing techniques, written and oral reports, and presentations. MS 202 teachers work with students in small group and differentiated instruction using effective questioning techniques to facilitate productive accountable discussions and investigations. Teachers employ multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, 8th grade exit projects, Applied Learning Standards projects and previous NYS Social Studies exams will be utilized to guide instruction.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> School Guidance Counselors work with students in grades 6, 7 and 8 who are referred by their classroom teachers, school facilitators and/or parent/guardians. They work with students in a small group setting (maximum 5 students at a time) or on an individual basis to address any concerns or behavioral issues which may be affecting the students' academic success. Students may meet on a weekly basis during a lunch period or on an as needed basis, during the school day.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> School Social Worker worked with students in the 8th grade to address any problems at home or in the students' life that the students may be dealing with that is affecting their academic success in school. Students meet during the school day with the social worker on an individual basis.
At-risk Health-related Services	

Statement of Parent Involvement Policy

Robert H. Goddard Middle School 202

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

- We will join parents to provide for the health, and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. We will also provide training and information to help families understand their children's development and how to support the changes the children undergo.
- We will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, flyers, newsletters, pamphlets. Additional communication will be in a form that families find understandable and useful (Including ARIS parent link, Skedula, School Messenger, and the MS 202 Website: (<http://schools.nyc.gov/schoolportals/27/q202/default.htm>)).
- Parents can make significant contributions to the school environment and functioning of the school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading, Parent Teacher Association (PTA) resource centers, book sales, following directions, etc...)
- We will assist parents in having meaningful roles in the school decision making process. The school will provide parents with training and information so they can maximize this opportunity.
- We will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- When necessary, we will have translators available, so parents with limited English fluency can understand the proceedings at the PTA meetings. Additional accommodations will be available for parents with disabilities so they can also attend meetings.

- Through the efforts of the Parent Coordinator, the PTA President with Regional Support, an outreach will be made to parents of students in temporary housing (STH) so these families can be involved in parent/school activities.
- We will hold Student of the Month celebrations in conjunction with the PTA meetings and an Honors Assembly at the end of each quarter.
- Two weeks prior to the start of the month, we will distribute the school calendar, informing parents of upcoming school events.
- We will also have a monthly newsletter.
- We will hold Saturday English as a Second Language (ESL) and computer workshops to aid in educating parents.
- At our Open House, the parents of English Language Learners/Limited Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment programs, school expectations, and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, student updates, relevant workshops, and new school initiatives.

Professional Development:

- Professional Development is provided by professionals at monthly PTA meetings in the areas of health, school curriculum, assessment, and other family matters concerning social and educational issues.
- Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist the team members in making informed decision regarding school matters.
- ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded the opportunity to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.
- Annual evaluation of the Parent Involvement Policy

(Please complete and return the tear-off below to your child's homeroom teacher)

I, _____ parent/guardian of _____,

Grade _____ Class _____ have received and reviewed copies of the enclosed

Title 1 Parent Involvement Policy and School Parent Compact for MS202. I have also discussed
the School-Parent Compact with my child.

Date _____

Signature _____

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

MS202 agrees to implement the following statutory requirements:

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

MS202 Queens will take the following action to involve parents in the joint development of its School Parent Involvement Plan under section 1112 of the ESEA:

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

MS202 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- By late fall, the School Leadership Team will review the current school and district Comprehensive Educational Plans and begin to identify preliminary priorities for the following year. They will consult the school's stakeholders about those preliminary priorities and assess additional needs
- By early spring, the School Leadership Team will have completed a thorough assessment using a review of the NYC school survey and all available data, to evaluate the effectiveness of current strategies in meeting the needs of students to inform the development of the next year's Comprehensive Educational Plan and budget

- The Parent Association and Parent Coordinator will hold workshops to explain curriculum and standards, and to stress the importance of getting actively involved in their child's education
- Emphasis will be placed on the fact that parents as partners in education will influence student achievement in school and throughout life
- The school community will work collaboratively and cohesively to support learning and to determine the school's educational direction-our vision, goals, priorities, and strategies to achieve that vision
- All parents will be strongly encouraged to attend Parent Teacher Conferences in order to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all stakeholders to achieve this goal

Our Parent Coordinator will provide the necessary synchronization, technical assistance and other support in planning and implementing effective parent involvement activities.

The Parent Coordinator will do the following:

- Serve as a problem solver, liaison and facilitator for parent and school community concerns and issues including, but limited to, school policies, facilities issues
- Conduct outreach to engage parents in their child's education
- Convene regular parent meetings along with the Principal and Administration, where appropriate
- Work with the school's Parent Association, where needed, to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660
- Serve as a school liaison to Central parent and Regional parent support staff
- Maintain ongoing contact with community organizations that are involved with providing services to the school's educational programs
- Organize back to school and other events to increase parent and community involvement and create a welcoming school environment for parents
- Provide information to parents on child abuse, crisis intervention, suicide prevention, health related issues, service agencies, reducing gang involvement and violence prevention
- Conduct workshops to instruct parents on they can assist their child at home with their homework
- Partner with the Academic Intervention Staff to explain standardized exams to parents at Parent Teacher Conferences and Parent Coordinator meetings.
- Provide strategies for parents to assist their child in preparing by practicing for these exams
- Conduct outreach to engage parents in their child's education

School Responsibilities:

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

MS 202 Queens will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that will enable the participating children to meet the State's student academic achievement standards
- Hold Parent Teacher Conferences during which the Parent Compact will be discussed as it relates to the individual child's achievement. Those conferences will be held in the Autumn and Spring
- Provide parents with frequent reports on their child's progress using methods such as: Phone calls, report cards, progress reports, Datacation (Skedula), Instant Messenger, parent-teacher meeting, etc...
- Provide parents with reasonable access to staff. Staff will be available for consultation with parent as follows: Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as needed by parents and interested parties
- Involve parents in the planning, review and improvement of the school's Parent Involvement Policy, in an organized, ongoing and timely manner
- Involve parents in the joint development of any School-Wide Program Plan (SWP Schools), in an organized, ongoing and timely manner
- Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will hold the meeting at a convenient time to parents, and will offer a flexible number of additional parent involvement meetings, such as in the morning or evening, so as to maximize attendance. The school will also invite all parents of children participating in Title 1, Part A programs (participating students), to this meeting and encourage them to attend
- Provide information to the parents of participating students in an understandable and uniform format, including alternative formats upon the requests of parents with disabilities, and, to the extent possible, in a language that parents can understand
- Provide to parents of participating children information in a timely manner regarding Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure a child's progress, and the proficiency levels students are expected to meet

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as reasonably possible
- Provide to each parent an individual student report about the performance of their child on the State assessments in Math and English Language Arts
- Provide each parent timely notice when their child has been assigned or has been taught four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title 1

Parent Responsibilities:

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

- Monitoring attendance
- Supporting teacher efforts by promoting good study habits
- Devoting time each night to read to child
- Monitoring homework assignment to determine they are completed consistently and regularly
- Monitoring the amount of television and internet exposure the children have
- Monitoring the websites the children are frequenting
- Monitoring if their children are adhering to the School's uniform policy
- Taking interest in child by attending child's extracurricular activities (eg: play, talent show, etc...)
- Promoting positive use of child's extracurricular time
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or school district and responding accordingly and swiftly
- Supporting teachers and school Administration in their efforts to properly guide their children in the best manner possible by reinforcing consequences for negative behavior and rewarding positive behavior
- Serving, to the best extent possible, on policy advisory groups, such as being the Title 1 Part A representative on the School's Improvement Team, the Title 1 Policy Advisory Committee, the district wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or any other school advisory or policy group

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. We will accomplish this by doing the following:

- Doing homework every night and asking for help as needed
 - Completing all project or assignments in a timely fashion
 - Studying for tests and quizzes for a reasonable time
 - Paying attention to teachers as they are facilitating the class
 - Participating in class discussions and engaging in accountable talk
 - Reading a minimum of 30 minutes every day outside of school
 - Giving my parents/guardians all notices and information received in a timely manner and responding accordingly
 - Responding to teachers requests Adhering to all policies and rules set forward by the school (Including the Uniform Dress Code)
-

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 27Q202

School Name: Robert H. Goddard Middle School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school was identified by the state for not meeting AYP in the following subgroups during the following school years:

2009 – 2010 – ELA/SWD
2010 – 2011 – ELA/SWD
 Math/SWD
 ELA/ELL's

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our school will be implementing the following intervention plan to improve achievement in the categories identified above:

- Grade 6, 7, & 8 students are required to complete a performance task in both ELA/Math.
- ELA and Math will be programmed for 90 minute blocks in grades 6, 7, & 8.
- F-Status support service for ELL students and students identified in multiple subgroups in grades 6, 7, & 8
- AIS – pull out model will be used. Coaches and other staff will identify SWD – ELA – Math and facilitate small group, and one to one instruction.
- Professional development, contractual services, Brienza/CITE assisting teachers developing plans to differentiate instruction and define learning gaps in students. Special Ed and ESL teachers are given specifically tailored professional development to assist with high need subgroups.
- State partnership – Wendy Branch – assist with special ed. initiative. Working with teachers – lesson planning, instruction strategies, best practices and intervisitation plan.
- Classroom observations, formal and informal, to observe teachers in subgroups identified and to support teacher pedagogy. Observations will be used as a professional development tool to strengthen instructional strategies used to help support identified subgroups. Recommendations and observations made by administration will drive professional development.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Ten percent of Title I funding was used for the current school year to supplement the cost of the Assistant Principal. The administrator's responsibilities/duties are as follows:

- Organizing weekly meetings with the coach team and cabinet.
- In conjunction with the coach team and cabinet, plan relevant meaningful study groups in the following areas:
 - Best practices SWD
 - Team Teaching
 - Looking at student data
 - AIRS
 - Acuity
 - Performance Task ELA/Math all subgroups
 - UDL
 - Facilitating monthly ESL meetings
 - Supervision of the ELA, ESL and Technology Departments
 - Organizing/programming intervisitations
 - Supervise summer school

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

For the current school year, we will be implementing the following professional development:

- Wendy Branch
- CTT training
- Mentoring for all first and second year teachers
- Brienza professional development with targeted teachers
- CFN 210 monthly calendar PD offerings
- In-house intervisitation program
- Plan of assistance for any U rated teacher
- Weekly administrative and cabinet meetings to adjust any concerns associated with the professional development being offered during the course of the school year
- Continued Professional Development on the implementation of the CCLS
- Rigor matrix
- Continued use of Bloom's and Webb's taxonomy
- Study groups for planning of performance tasks assessments (DOE initiative)
- Study groups targeted for ESL and SWD teachers of best practices and collaboration amongst departments to enhance overall instruction
- Inquiry Teams – ESL and SWD

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.

After the submission of this document on December 9, 2011, the principal will generate a letter to parents explaining to them that the school has been identified by the State's Accountability Measurements as not making adequate yearly progress (AYP). I will continue to explain that the state has identified that our school specifically needs to address the lack of progress in two subgroups. I will identify both subgroups by name, Students with Disabilities and English Language Learners (ELL.) The letter will give the parents a brief overview of how students can be designated in one or both of these subgroups.

The template for the parent letter has been provided by the city, I will fill in the information that is relevant to our school community.

APPROVED: CGH 12-21-11

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen- Cluster	District 27	Borough Queens	School Number 202
School Name Robert H. Goddard			

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

Principal William Fitzgerald	Assistant Principal Stacy Mizrahi
Coach Antoinette Tucci	Coach Joan Ferrato
ESL Teacher Louise Michlin	Guidance Counselor Ali LaFroscia
Teacher/Subject Area E. Rychcik - Math	Parent
Teacher/Subject Area P. Bryant Smith- ELA	Parent Coordinator Judy Rea
Related Service Provider S. Perrone- ELA	Other J. Wolf- Music
Network Leader	Other J. Siegler- Math

C. Teacher Qualifications [i](#)

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	4
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	11
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	0		

D. School Demographics

Total number of students in school	1104	Total Number of ELLs	80	ELLs as share of total student population (%)	7.25%
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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. 

Paste response to questions 1-6 here Part II ELL Identification Process

Question 1.

- Parents are administered the Home Language Interview Survey which includes the informal oral interview in English and in their native language when they register their child or when they are invited to the school to learn about the ESL program. The paperwork is provided in their home language when available or translation is provided when available. If their home language is anything other than English their HLIS they are eligible for and administered a LAB R within 10 days of being admitted to the school.

- Determine the language code if Lab-R is necessary

- Administer Lab-R within a 10 day period of student admission by Louise Michlin a certified ESL teacher. Documents are dropped off at the appropriate office for scoring. If a student does not pass the LAB R they are placed in a free-standing ESL class according to grade.

If the student is Spanish speaking the LAB R is administered by Lorraine Neumann, the testing coordinator in Spanish.

- Louise Michlin is a certified ELL teacher and she administers the HLIS, including informal and formal interview in English and their native language to determine the child's language code.

- Pedagogues are available that are fluent in other languages and are utilized as needed for translation

- Louise Michlin is certified in ESL and she administers the Lab-R within 10 days of registration to those students who need the Lab-R.

We annually evaluate ELL's using the NYSESLAT by:

- Looking at their proficiency levels to determine hours of service needed and to drive instruction.

- Looking at their modalities to determine gains and losses to drive instruction.

- Looking at the performance level descriptors to drive instruction.

- Sharing the information with parents and students.

We utilize the RLAT and RNMR from ATS to verify students who need to be administered the NYSESLAT.

The testing coordinator, Lorraine Neumann, is responsible for making sure all ESL students eligible for testing are tested in Reading, Writing, Listening & Speaking. The tests are often administered by their current ESL and or ELA teacher. This would include, Ms. Perrone, Mr. Stephen, Ms. Bryant-Smith, Ms. Michlin.

Question 2.

Structures we have in place at our school to ensure that parents understand all three programs are as follows:

- Our parent outreach begins with an Entitlement letter mailed home to parents in their native language as soon as we get the results of the Lab-R.

- An invitation is mailed to parents inviting parents to a parent orientation workshop to explain the three programs, bi-lingual, free-standing and or dual language. We offer only a free-standing program at MS 202.

- A parent orientation workshop where the parent coordinator, Judy Rea, and the ESL teacher, Louise Michlin, explain the three program types in their native language and give them the option to choose the program they want for their child. If they want the program we offer, which is freestanding ESL. Then we fill out a placement letter in their preferred or native language and give it to them. If they choose a program that we do not offer and there are less than 15 parents who choose that program we give them the names

of the schools that offer the program they want for their child. We have never had more than 15 parents request a program different than the free- standing one offered at MS 202.

- An agenda is created for the parent orientation workshop and along with an attendance sheet for parents to sign in.
- All structures listed above begin at the time of results of Lab-R.

Question 3.

• Our School ensures that entitlement letters are distributed by mail and again at parent orientation bu Louise Michlin and Antoinette Tucci. They also follow up with each student verbally to remind them to return the letters. During our Saturday ESL academy we also follow up with the students and parents and make sure all documentation and communications have been addressed.

Letters are kept in a binder and parent selection forms are attached to cummulative records.

- Our school ensures that Parent Surveys and selection forms are distributed by mail and again at parent orientation. They are collected at parent orientation or brought back by the students and then collected from them.

Question 4.

The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional Programs are as followed:

- We look at the selection forms returned and tally up the amount of each program choice parents choose.
- We then place students in an ESL instructional program that meets the mandated hours of ESL that the students need according to their proficiency level.
- We offer parents a list of schools that have a choice they prefer that is not offered by our school if the amount of students is less than 15 and not enough to create that program I our building.
- We give the parents the placement letters in their preferred language informing them of the ESL instructional program they will receive at the parent orientation and by mail. The placement letters are maintained in the students' cummulative files.

We distribute continued entitlement letters each year until the student becomes proficient on the NYSESLAT. They are maintained in a binder specified for our ESL documents.

Translation services are provided either by a pedagogue or administrator. If an outside translator is needed we contact translation services.

Question 5.

After reviewing the Parent Survey and program selection forms for the past few years the trend in program choice is the Freestanding ESL instructional program.

The trends are used to plan for furture programming through an understanding of which languages are prevalent, which are starting to emerge and how often students are admitted during the school year from outside the United States. We order dictionaries appropriate to native languages other than English. Because of the diversity of languages spoken we have chosen a free-standing program and offer Rosetta Stone in English for our beginners.

The data requesting free standing ESL as a choice is generated from the parent selection form.

Question 6.

The program model offered at our school aligns with parent requests.

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	0	0					0
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							1	1	1					3
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	15
SIFE	10	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	7

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	50	9	5	23	1	7	7	0	2	80
Total	50	9	5	23	1	7	7	0	2	80

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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:

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							18	20	18					56
Chinese							0	2	0					2
Russian							0	0	0					0
Bengali							2	7	9					18
Urdu							0	0	0					0
Arabic							0	0	1					1
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	1					1
Polish							0	0	0					0
Albanian							0	0	0					0
Other							1	0	1					2
TOTAL	0	0	0	0	0	0	21	29	30	0	0	0	0	80

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 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?

Paste response to questions 1-7 here Part IV: part a: Ell Programming:

Question 1.

Ell instruction is delivered in various ways.

A. Programming and Scheduling Information

- There is a 6th grade self-contained class of ELL students who are in a heterogeneous group. For their English Language Arts class, a certified ESL teacher pushes in to provide services. They travel as a group to all their classes.
- There is a 7th grade self-contained class of ELL students who are in a heterogeneous group. For their English Language Arts class, a certified ESL teacher pushes in to provide services. A certified ESL teacher provides instruction for beginners using a Pull-Out model. They travel as a group to all their classes.
- There is a 8th grade self-contained class of ELL students who are in a heterogeneous group. For their English Language Arts class, a certified ESL teacher pushes in to provide services. A certified ESL teacher provides instruction for beginners using a Pull-Out model. They travel as a group to all their classes.
- The 6th, 7th, and 8th Special Ed ELL students are provided ESL instruction using the Pull-Out model. Each Special Ed. ELL Pull-Out group is homogeneous group and is instructed by an ESL certified teacher.

A Saturday Academy is offered for 12 Saturdays with 2 hours of academic instruction, 1 hour of gym and 1 hour of art. Breakfast and lunch are served as well.

Question 2.

MS 202 ensures that the mandated number of instructional minutes is provided according to proficiency levels in self contained ESL classes with Push-in ESL teacher and a pull-out program with an ESL teachers.

- During ELA in the 6th grade self contained class, Mr. Stephen, a certified ESL teacher pushes in to ensure that beginner proficiency level ELLs are provided with 360 minutes per week of ELL instruction, intermediate proficiency level ELLs are provided with 360 minutes per week of ELL instruction and advanced level of Proficiency ELLs are provided with 180 minutes of ELL instruction while the ELA teacher provides the ELA instruction. Materials used are Rosetta Stone, Starfall National Geographic Inside Anthology, and manythings.org. They also have dual language reading books and dictionaries in their native language
- During ELA in the 7th and 8th grade self contained class, Mr. Stephen, a certified ESL teacher pushes in to ensure, intermediate proficiency level ELLs are provided with 360 minutes per week of ELL instruction and advanced level of Proficiency ELLs are provided with 180 minutes of ELL instruction while the ELA teacher provides the ELA instruction. Materials used are Rosetta Stone, Starfall, National Geographic Inside Anthology, and manythings.org. They also have dual language reading books and dictionaries in their native language. The ELA teacher provides an Academic Intervention program once a week for the ESL students who will be taking the ELA for the first time or scored a level 1 the previous year.
- 7th and 8th grade beginner proficiency level ELLs and 6th, 7th, 8th grade special Ed. beginner and intermediate proficiency level ELLs are provided with 360 minutes per week of ELL instruction in a pull-out program with MS. Michlin who is a certified ESL teacher. Materials used are Rosetta Stone, Starfall, and manythings.org. They also have dual language reading books and dictionaries in their native language.
- 6th, 7th, and 8th grade Special Ed. ELLs are provided with 180 minutes of ESL instruction in a pull-out model by Ms. Tucci who is a certified ESL teacher and are provided with 180 minutes of ELA instruction by their ELA teacher. Materials used are manythings.org, Acuity, ELL Interim Assessments from Pearson, Kaplan Writing Focus and Focus on Reading, National Geographic Inside Anthology and dictionaries in English and their native language.

Question 3.

The content areas are delivered by certified teachers in the content areas to 6th, 7th, and 8th grade self contained ESL classes. Materials used are Rosetta Stone, Starfall manythings.org, babelfish.com, glossaries and dictionaries. Some instructional models are whole language, small group instruction, small groups of students of the same language and Direct instruction.

Access is an ESL instructional curriculum that is used in Social Studies, Science and Math content areas.

The ESL teacher does not travel with the students to their content area classes.

Question 4.

A. Programming and Scheduling Information

We ensure that ELLs are appropriately evaluated in their native language by administering LAB-R to newcomers.

Question 5.

Our instructional plan for ELL subgroups are as follows:

- SIFE: We provide Whole group instruction, small group instruction, one-to-one conferences, and partner conferences. Our teachers Create SmartBoard interactive lessons that provide interactive activities and use Rosetta Stone, manythings.org, and Starfall according to their proficiency level. We provide direct instruction in decoding and fluency in small group instruction model and one-to-one model. All of these instructional approaches are implemented to ensure we teach to the ELLs learning style, modality and their proficiency levels.
- ELLs less than three years: We provide whole group instruction, small group instruction, one-to-one conferences, and partner conferences. Our teachers Create SmartBoard interactive lessons that provide interactive activities and use Rosetta Stone, manythings.org, and Starfall according to their proficiency level. We provide direct instruction in decoding and fluency in the small group instruction model and the one-to-one model. All of these instructional approaches are implemented to ensure we teach to the ELLs learning style, modality and their proficiency levels.
- ELLs receiving service for 4-6 years: We provide whole group instruction, small group instruction, one-to-one conferences, and partner conferences. Our teachers Create SmartBoard interactive lessons that provide interactive activities and use Rosetta Stone, manythings.org, and Starfall according to their proficiency level. We provide direct instruction in decoding and fluency in the small group instruction model and the one-to-one model. All of these instructional approaches are implemented to ensure we teach to the ELLs learning style, modality and their proficiency levels.
- Long-Term ELLs: We provide whole group instruction, small group instruction, one-to-one conferences, and partner conferences. Our teachers Create SmartBoard interactive lessons that provide interactive activities and use manythings.org, according to their proficiency level. We provide direct instruction in decoding and fluency in the small group instruction model and the one-to-one model. All of these instructional approaches are implemented to ensure we teach to the ELLs learning style, modality and their proficiency levels.

Question 6.

Instructional strategies and grade-level materials for teachers of ELL-SWDs that both provide access to academic content areas and accelerate English Language development are textbooks in their native language, babelfish.com which translate text into their native language, small groups of students of the same language for certain activities so that they can assist each other and respond in their native language and dictionaries.

The ESL instruction for SWD's are a pull out situation accomodating teacher to student ratio, time extension, and other provisions required by their IEP depending on the student. The Special Education Dept. collaborates with the ESL providers.

Throughout the school, day the mandated services are adhered to.

During physical education, lunch, assemblies

Question 7.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	

Courses Taught in Languages Other than English

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?

Paste response to questions 8-17 here Part IV part b. Programming

Question 8.

Social Studies and Science teachers use Access to help these students with these content area subjects. They travel together as a free standing class in grades 6, 7 and 8 and are grouped accordingly with differentiated instruction. The grouping is flexible and addresses the entry points students need in order to engage in learning. The use of visual supports, graphic organizers, listening and speaking tools, collaboration, 21st century publishing and core content activities. Often times students are able to create original drawings. The data utilized generates from the RLAT report, formative and summative classroom assessments, (including interim assessments and ITA's) and conferencing.

ELLs in ELA

Our targeted intervention program for ELLs in ELA are Saturday School. Materials used are Kaplan Reading Focus, Rosetta Stone, manythings.org, Starfall, glossaries and dictionaries.

We provide intervention during our after school 50 minute program two days a week as well. Materials used are provided by the Literacy Coach and range from novels, printed acuity skill and strategy practice booklets dictionaries and glossaries. For our Special Ed. ELLs in our 50 minute after school program we provide decoding and direct instruction.

The language in which these programs are offered is in English. We provide these intervention programs to ELLs 6th, 7th, 8th grade, and ELL-SWDs 6th, 7th, and 8th grade.

Instruction is provided by Certified ESL teachers and certified English teachers.

ELLs in Math

Our targeted intervention program for ELLs in math is our after school 50 minute program. Materials used are provided by the math coach and consist of a New York State review workbook, acuity made practice books, and other various math focus worksheets, dictionaries and glossaries.

Another targeted intervention program for ELLs in math is our morning program one hour before school starts two days a week. Materials used are various math skill and focus books and worksheets.

The language in which this program is offered is in English. We provide this intervention to ELLs 6th, 7th, 8th, and ELL-SWDs.

Question 9.

For continuing transitional support for Ells reaching proficiency on the NSESLAT we have them continue with ESL self contained structure classes if there is room. There they get the extra services and support they need to reach higher goals in reading and writing.

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

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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.

Paste response to questions 1-3 here Part IV d.

Question 1.

Professional Development is offered and provided by the CFN and OELL (Assistant Principals, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators) when applicable the appropriate staff attends and turn-keys any and all relevant information.

Monthly ESL department meetings and study groups on:

- Using Data to drive instruction
- Implementing instruction to meet all modalities of student learning styles
- Effective questioning
- How to utilize Rosetta Stone, Starfall, manythings.org, and Readers Theater when instructing students.

Question 2.

We provide staff with the data needed to really know their ELL students as they transition from elementary to middle school. We give them resources they need to assist in the implementation of their lessons such as dictionaries, glossaries and other ways to provide translation and interpretation. There is an articulation process during the spring of the school year for incoming 6th graders. Parent letters are sent home inviting parents of Ells's to visit the school and become familiar with our programs, teachers and routines. Staff attends study groups and department meetings to collaborate about their Ells students and share Inquiry sessions to create strategies that will help Ell students succeed in learning, this includes using NYSESLAT data.

Question 3.

We provide workshops for Ell training, administered by an ESL certified teacher in the building, throughout the course of the school year. We utilize NYSESLAT data, Ell interim assessment data, during these study groups and workshops to help our teachers differentiate instruction, plan for differentiation, grouping procedures, programs that will keep our ESL students engaged in learning such as using visual supports, graphic organizers, listening and speaking tools and 21st century strategies, such as Live Scribe pens, computer technology, I pods, global media in the tv studio, blogs and the ability to participate in teaching and learning through all forms of communication. The teachers fill out a professional development reflection on these workshops and their hours of participation are kept in a binder with in the office.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3 How do you evaluate the needs of the pa 75%	
4 How do you evaluate the needs of the pa 50%	

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?

Paste response to questions 1-4 here Part IV e. Programming

Questions 1-4

We communicate with the parents of our ESL students through translated letters home, in-house translation, community out-reach and invite to

all meetings and functions that take place in the school such as bake sales, leadership, student of the month ceremonies and the following:

- We have monthly PTA meetings in the building
- We have a school leadership team with parents including parents of ELLs
- We provide parent workshops and memos on how to utilize the NYSESLAT data and other appropriate information to help students succeed. If a translator is necessary we request one through translation services, but many of our staff speak other languages and we are able to translate within.
- We provide parent workshops that involve ways to provide assistance with their child's homework and reading and writing strategies.

We do not have community based organizations that have workshops or provide ESL services to parents.

School policies on attendance, for ELL parents, is disseminated through our attendance office, especially because many travel during the school year and school time.

Parents are asked how they want to receive notices from the school using the preferred language form. This response is kept with their cumulative records.

The parent coordinator attends professional development on how to communicate with ESL parents. She invites them to study groups and workshops to keep them abreast of school initiatives and helps those in need.

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.
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11. What programs/services for ELLs will be discontinued and why?
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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?

Paste response to questions 8-17 here Part IV part b. Programming

Question 8.

Social Studies and Science teachers use Access to help these students with these content area subjects. They travel together as a free standing class in grades 6, 7 and 8 and are grouped accordingly with differentiated instruction. The grouping is flexible and addresses the entry points students need in order to engage in learning. The use of visual supports, graphic organizers, listening and speaking tools, collaboration, 21st century publishing and core content activities. Often times students are able to create original drawings. The data utilized generates from the RLAT report, formative and summative classroom assessments, (including interim assessments and ITA's) and conferencing.

ELLs in ELA

Our targeted intervention program for ELLs in ELA are Saturday School. Materials used are Kaplan Reading Focus, Rosetta Stone

B. Programming and Scheduling Information--Continued

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The language in which these programs are offered is in English. We provide these intervention programs to ELLs 6th, 7th, 8th grade, and ELL-SWDs 6th, 7th, and 8th grade.

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Another targeted intervention program for ELLs in math is our morning program one hour before school starts two days a week. Materials used are various math skill and focus books and worksheets.

The language in which this program is offered is in English. We provide this intervention to ELLs 6th, 7th, 8th, and ELL-SWDs.

Question 9.

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

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Additional Information

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

Paste additional information here

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)?

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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.)
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- How to utilize Rosetta Stone, Starfall, manythings.org, and Readers Theater when instructing students.

Question 2.

We provide staff with the data needed to really know their ELL students as they transition from elementary to middle school. We give them resources they need to assist in the implementation of their lessons such as dictionaries, glossaries and other ways to provide translation and interpretation. There is an articulation process during the spring of the school year for incoming 6th graders. Parent letters are sent home inviting parents of ELLs to visit the school and become familiar with our programs, teachers and routines. Staff attends study groups and department meetings to collaborate about their ELL students and share Inquiry sessions to create strategies that will help ELL students succeed in learning, this includes using NYSESLAT data.

Question 3.

We provide workshops for ELL training, administered by an ESL certified teacher in the building, throughout the course of the school year. We utilize NYSESLAT data, ELL interim assessment data, during these study groups and workshops to help our teachers differentiate instruction, plan for differentiation, grouping procedures, programs that will keep our ESL students engaged in learning such as using visual supports, graphic organizers, listening and speaking tools and 21st century strategies, such as Live Scribe pens, computer technology, iPods, global media in the tv studio, blogs and the ability to participate in teaching and learning through all forms of communication. The

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.

Paste response to questions 1-3 here Part IV d.

Question 1.

Professional Development is offered and provided by the CFN and OELL (Assistant Principals, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators) when applicable the appropriate staff attends and turn-keys any and all relevant information.

Monthly ESL department meetings and study groups on:

- Using Data to drive instruction
- Implementing instruction to meet all modalities of student learning styles
- Effective questioning
- How to utilize Rosetta Stone, Starfall, manythings.org, and Readers Theater when instructing students.

Question 2.

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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?

Paste response to questions 1-4 here Part IV e. Programming

Questions 1-4

We communicate with the parents of our ESL students through translated letters home, in-house translation, community out-reach and invite to

all meetings and functions that take place in the school such as bake sales, leadership, student of the month ceremonies and the following:

- We have monthly PTA meetings in the building
- We have a school leadership team with parents including parents of ELLs
- We provide parent workshops and memos on how to utilize the NYSESLAT data and other appropriate information to help students succeed. If a translator is necessary we request one through translation services, but many of our staff speak other languages and we are able to translate within.
- We provide parent workshops that involve ways to provide assistance with their child's homework and reading and writing strategies.

We do not have community based organizations that have workshops or provide ESL services to parents

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- We provide parent workshops that involve ways to provide assistance with their child's homework and reading and writing strategies.

We do not have community based organizations that have workshops or provide ESL services to parents.

School policies on attendance, for ELL parents, is disseminated through our attendance office, especially because many travel during the school year and school time.

Parents are asked how they want to receive notices from the school using the preferred language form. This response is kept with their cumulative records.

The parent coordinator attends professional development on how to communicate with ESL parents. She invites them to study groups and workshops to keep them abreast of school initiatives and helps those in need.

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)							3	10	8					21
Intermediate(I)							6	7	16					29
Advanced (A)							12	14	4					30
Total	0	0	0	0	0	0	21	31	28	0	0	0	0	80

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							12	16	11				
	P							4	3	8				
READING/ WRITING	B							3	9	7				
	I							6	7	16				
	A							12	14	4				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	9	0	0	18
7	13	4	0	0	17
8	11	12	0	0	23
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	4		9		6		2		21
7	8		14		4		2		28
8	7		15		5		0		27
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12		9		10		5		36
8			1						1
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.

Paste response to questions 1-6 here Part V. b. Assessment Data

Question 1.

The assessment tool that our school uses to assess the early literacy skills of our ELLs is Fountas and Pinnell reading and writing. The

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Robert H. Goddard
202

School DBN: 27q202

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Fitzgerald	Principal		10/25/11
Stacy Mizrahi	Assistant Principal		10/25/11
Judy Rea	Parent Coordinator		10/25/11
Louise Michlin	ESL Teacher		10/25/11
Autilla Lessen	Parent		10/25/11
Emily Rychcik	Teacher/Subject Area		10/25/11
Phyllis Bryant-Smith	Teacher/Subject Area		10/25/11
Antoinette Tucci	Coach		10/25/11
Joan Ferrato	Coach		10/25/11
Ali LaFroschia	Guidance Counselor		10/25/11
	Network Leader		1/1/01
Justin Wolf	Other <u>Music</u>		10/25/11
Jan Siegler	Other <u>Math</u>		10/25/11
	Other		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: 27q202 **School Name:** Robert H. Goddard Middle School

Cluster: 2 **Network:** 210

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.

We distributed the NYSESLAT parent report to the parents of our students with a translated cover letter explaining how these results impact their child. These were distributed via back-pack in envelopes at the beginning of the school year. We communicate with the parents through translated letters home, in-house translation, community out-reach and invite to all meetings and functions that take place in the school such as bake sales, leadership, student of the month ceremonies, PTA meetings, parent workshops organized by the parent coordinator, Skedula, school messenger. If necessary, we will call translation services to send an interpreter. Parents are asked how they want to receive notices from the school using the preferred language form.

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.

Our school has many students who speak languages other than English, but the two prevailing ones are Spanish and Bengali. Many of the staff are fluent in Spanish while others are conversational in Bengali. The teachers are provided with NYSESLAT information, ARIS class lists are disseminated, testing coordinator provides time extension and translated exam ordering protocols and through our collaborative Inquiry process, information is shared. The HLS is collected and attached to their cumulative record and based on that survey the LAB-R might have to be administered for findings for our school's written translation and oral interpretation needs.

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.

Although there are many home languages other than English spoken by our students' parents, we have been able to communicate effectively by either in-house interpreters, parent volunteers or if given prior notice, we have translation services contacted to address the parents needs and timely communication of important documents and need to know information. MS 202 also utilizes, when necessary, the NYCDOE Translation and Interpretation Unit for written translation services. We have numerous documents on hand in the various languages the DOE provides. We have on hand 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 into the building and the Main Office, over one hundred and ten dictionaries in twelve languages, Language cards, and Emergency Contact Cards. We plan to provide written translation services such as Parent Contact Letters regarding their child's academic, social and emotional growth and Parent Notices regarding upcoming school events/activities.

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.

We have been successful with our current methods of using in-house translators to service our students' needs. Many teachers and staff speak Spanish and/or other languages. If requested, we will hire a translator via outside vendors. The process for surveying oral translation needs was essentially the same as surveying for the written translation needs. By knowing our student population and our translation and interpretation needs, we have utilized staff 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 usually more formalized settings such as Parent Teacher Conferences, parent involvement sessions planned by our Parent Coordinator, new parent "Welcome" meetings, and conferences with Guidance, Facilitators, and Administration. Such services are essential toward creating a positive community environment and a healthy relationship with parents/guardians to best meet the needs of their children's social, emotional, and academic growth.

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 provide parents with the opportunity to request which language they want to communicate through by submitting the preferred language form. If they have a special request for an interpreter and the school cannot comply in-house, we will contact an outside vendor and/or community outreach. We continue to send translated letters based on the parent preferred language form. In September, the ELLs are identified and families notified of a parent orientation that they are invited to attend. Letters are sent home to the families regarding the time and place of the orientation. Letters are both in English and the native language of the family and describe the various programs available for the child. Parents are encouraged to bring along a translator to assist them in understanding the process. Descriptions of the free standing ESL model, dual language model and bilingual programs are included in the letter. If the family is unable to attend the orientation, they can select the program of their choice via the letter sent home. During the orientation, a DVD is shown that describes the various ELL programs that are available for their child and the process whereby a parent selects the program best suited for their child. The program descriptions include the freestanding ESL program, bilingual education, and the dual language model. Information regarding best practices in supporting the ELL child is present at the workshop/orientation as well.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Robert H. Goddard MS 202	DBN: 27Q202
Cluster Leader: Charles Amundsen	Network Leader: Joanne Brucella
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 95 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: There will a four hour Saturday Academy for our ESL students that are slated for 12 Saturday sessions over the course of the 2011-2012 school year. The Saturday program will include 12 hours of academic instruction, 1 hour of art and either 1 hour of gym or games, as well as breakfast and lunch. There will be five teachers requested for this program, and will be offered through a posting requesting three teachers with ESL license first working three hours for 12 sessions. In addition, there will be extra curricular activities; therefore included will be one art teacher and one physical education teacher working two hours for 12 sessions. All ELL students will be invited to participate. All of the programs include differentiated instruction and materials for every level of learning, such as Kaplan Test Preparation, leveled libraries, literacy through the content areas and a writing focus this year. We intend to begin December 2, 2011 and continue through March 31, 2012.

We will include three levels of learning; beginner, intermediate and advanced. On average each group will consist of 15 students, although none will be declined. The focus of instruction will be reading, writing, speaking and listening using interdisciplinary sources. We will also focus on test sophistication including the NYSESLAT and NYS ELA. Title III funds will pay per session for a supervisor that will maintain safety and ensure a high quality of instruction within the program and feed the students.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: There is a monthly ELL meeting with administration, coaches and teachers where there is open discussion of which programs are working and which students are making progress as well as those who are showing minimal movement. Lesson planning is interdisciplinary and our ELL teachers have been attending Professional Development designed specifically for writing, differentiation of instruction and programs offered through the CFN as well as the OELL. On Election Day our ELL teachers will be involved in curriculum mapping using the Common Core Learning Standards. We have also included a National Geographic Literacy Intervention program to assist students in excelling at no cost to Title III. The Professional Development Calendar is as follows:

Sept. 12th- Rosetta Stone PD with ESL teachers of beginners (202)

Sept. 14th- Preparing instructional programs for Ells-CFN- (AP, ESL Teacher)

Oct. 13th- Drafting the Lap and Title III- CFN (ESL Teacher)

Oct.14th- ESL Meeting (202)- all ESL teachers and administration

Nov. 8th- Ells and the Common Core Standards from Theory to Practice-oell (ESL Teachers)

Nov.16th-ESL Meeting (202)- all ESL teachers and administration

Nov. 22nd-ESL Instruction (IS 171)- (ESL teacher)

Part C: Professional Development

Dec. 2nd and Dec. 9th- ESL Meeting (202)- all ESL teachers and administration
Dec. 20th and Jan. 10th-Improving Outcomes for All ELL's and Students with Disabilities- RSE-TASC (Michlin)
Feb. 3rd- ESL Mentor (CITE)- all ESL teachers (5 hours)
March 13th-ESL Mentor (CITE)-all ESL teachers (5b hours)
March 27th-ESL Mentor (CITE)-all ESL teachers (5 hours)
April 10th-ESL Mentor (CITE)-all ESL teachers (5 hours)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We communicate with the parents of our ESL students through translated letters home, in-house translation, community out-reach and invite to all meetings and functions that take place in the school such as bake sales, leadership, student of the month ceremonies and the following:

- We have monthly PTA meetings in the building
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We do not have community based organizations that have workshops or provide ESL services to parents. School policies on attendance, for ELL parents, is disseminated through our attendance office, especially because many travel during the school year and school time. Parents are asked how they want to receive notices from the school using the preferred language form. This response is kept with their cumulative records. The parent coordinator attends professional development on how to communicate with ESL parents. She invites them to study groups and workshops to keep them abreast of school initiatives and helps those in need.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		