



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: LEON M. GOLDSTEIN HIGH SCHOOL

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

PRINCIPAL: SCOTT HUGHES

EMAIL: SHUGHES8@SCHOOLS.NYC.GOV

SUPERINTENDENT: **TAMIKA MATHESON**

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
Scott Hughes	*Principal or Designee	
Kit Wainer	*UFT Chapter Leader or Designee	
Carmela Rogers	*PA/PTA President or Designated Co-President	
Jose Velez	DC 37 Representative, if applicable	
Carolina Guarrella Dunia Elbassiony Fatimah Alyas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Schirtzer	Member/ Teacher	
John Gwinn	Member/ Teacher	
Mandi Blitner	Member/ Parent	
Julius Bowens	Member/ Parent	
Priscilla Wong	Member/Parent	
Wendi Ferraro	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, Leon M. Goldstein High School will continue to align students' learning experiences to the Common Core State Standards (CCSS). This will be measured by the design and implementation of two CCSS-aligned units of study in each of the four core content areas of English, Mathematics, Social Studies, and Science.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In recognition of the need to ensure that all students are college and career ready, coupled with the existing 2012-2013 citywide expectations by the New York City Department of Education, the school must continue its work in transitioning toward the new standards. The expectation is that this will support the students transitioning toward these new standards and will best prepare them for the 2013-2014 Regents examinations aligned with these standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1- Teacher Team Leaders in each subject area have been designated to oversee the creation and implementation of two units of study aligned to the Common Core State Standards.**
 - 2- Professional Development days have been and will continue to be dedicated toward next year's full incorporation of the Common Core State Standards.**
 - 3- Team Leaders will utilize existing professional development sessions incorporated within the school's schedule on Mondays and Wednesdays (at 2:17 p.m. – 3:07 p.m.) to work with their respective departmental teachers toward the completion and incorporation of these units.**
 - 4- Designated team leaders will continue to attend network-led professional development sessions to turnkey information to staff.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - 1. Parents' Association and Executive Board meetings will be utilized to inform all parents of the transition toward the Common Core State Standards (and the rationale for doing so).**
 - 2. Sponsor "learning walks" aimed at promoting awareness of the importance of the Common Core State Standards, which will include all key constituencies (parents, teachers, students).**
 - 3. Utilize our school website to distribute and disseminate information regarding the school's transition toward CCSS.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) - Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Per-session postings were created for all team leading positions. Team leaders will in oversee the creation and implementation of these units. Team leaders will reflect on implementation and on a monthly basis will make presentations at departmental meetings.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the Fall of 2013, Leon M. Goldstein High School will have developed two computer science courses to be offered (as part of a three-year computer science sequence offered to students). The two courses to be offered next semester will be Visual C# 2010.NET programming (part of Microsoft's Visual Studio package) and Relational Databases (inclusive of MS Access and SQL Server).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Despite the more than 450 high schools in New York City, students continue to have too few learning opportunities to pursue a foundation in computer science. Currently, there is only one class at Leon M. Goldstein High School which is focused on computer programming. On a global scale within the NYCDOE, a school system with more than one million students, there are currently less than ten authentic computer science programs being offered at the high school level (see 2013-2014 NYCDOE High School Directory).

In order to ensure that students are provided with the skill sets necessary for the 21st century and to graduate from high school as college and career ready (as reflected in CCSS), our school will add a computer science component to the school's instructional program. This program will be a three-year sequence and will provide a foundation for students who wish to pursue careers in math and computer science. By creating this program, we expect to provide students a strong foundation in computer science, and go on to the best colleges and universities in these respective fields. Through this type of rigorous preparation at LMG, we also expect to make our students more marketable in the area of post-college employment, where there exists major demand for programmers and computer scientists (and by all accounts, this trend will continue to grow – see US Department of Labor statistics).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) Identify key personnel and other resources used to implement these strategies/activities,
 - c) Work with teachers to develop assessments to evaluate students work and program effectiveness
 - d) Develop a timeline for implementation with teacher teams.
- 1- **Teachers with both formal and informal experience within the realm of computer science have been identified for both courses and they will identify the necessary materials for each course (books, applications, professional development and training opportunities).**
- 2- **The selected teachers will create the curricula for the courses and will align the curricula with the Common Core State Standards.**
- 3- **Assessments will be developed for both diagnostic and reflective opportunities.**
- 4- **Continue to expand computer science program by developing curricula in additional areas (e.g.: computer architecture, complexity analysis of algorithms, operating systems, HTML5, and ASP.NET MVC 4.0).**
- 5- **Evaluate new software packages and instructional materials to best facilitate program using a commonly agreed upon set of metrics (and aligned to CCSS and industry standards).**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Development of a new school website dedicated to communicate the instructional vision of this new program (see <http://www.lmgcis.com/>).**
 - Utilize parental resources (e.g.: parents already within the field of computer science and/or technology) to develop internships, job shadowing, mentoring, and site visits.**
 - Creation of a career day whereby parents present current trends within these fields to students.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) - Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - A new computer lab is being created for the sole purposes of the computer science courses to be offered at the school (room 302).**
 - The license for Visual Studio 2012 will be purchased so as to allow students to utilize this Integrated Development Environment for the development of both web-based (e.g.: ASP.NET MVC 4.0) and Windows-based applications (Visual C++ or Visual C#).**
 - Provide continuous training for staff members supporting this program (which might include attendance at national conferences, workshops, and/or college courses).**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will increase parental involvement by utilizing digital media tools. This will ensure that at least 50% of future parent association meetings are recorded and disseminated through our school website (e.g.: webinars, vimeos, live streams, etc.).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Only 265 parents responded to the NYC School Survey (27% overall), by far the weakest involvement of all three constituents (parents, students, teachers). While 31% of the parents stated that they were “very satisfied” with the opportunities provided by the school to help the parents be involved in their child’s education, this percentage is low relative to nearly all other parent metrics on the 2011-12 survey. In addition, the parents themselves (on the School Leadership Team) have placed this as a priority.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1- The school’s Tech squad (consisting solely of students) is going to be trained in the use of both hardware and software to utilize digital media tools.**
 - 2- The school will reflect on the efficacy of this initiative by observing the amount of parents that view the videos or sign in to view the conferences (i.e.: webinars).**
 - 3- Videos will be posted on the school website.**
 - 4- Directions for signing into webinars will be provided to all of the students and will also be posted on the school website.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This goal itself is designed to increase parental involvement.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 1- **The school's Tech-Squad teacher will be paid per-session for organizing students to meet afterschool and weekends for the purposes of coordinating, editing, and posting videos to the school website.**
 - 2- **The school's Tech-Squad teacher will also oversee any other use of digital media (e.g.: webinars) to ensure that these tools are made available to facilitate communication with parents.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Ensure that within each of the two units aligned to the Common Core State Standards, students will have a minimum of two learning opportunities that celebrate and maximize the use of computer-based technologies (e.g.: Skyping with students from other states and countries, development of blogs, wikis, websites, i-movies, and other forms of digital media).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Throughout the Common Core State Standards, the use of different forms of media and internet technologies play a critical role in enhancing student engagement. As some explicit examples, the College and Career Readiness Anchor Standards for Writing call on schools to “use technology, including the internet, to produce and publish writing and to interact and collaborate with others.” (Anchor Standard 6). In addition, the Speaking and Listening standards call for schools to “make strategic use of digital media (e.g.: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.” (Speaking and Listening standard 5 for grades 9-10)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 1. **Team Leaders in each subject area have been designated to oversee the creation and implementation of two units of study aligned to the Common Core State Standards.**
 2. **Professional Development days will be dedicated toward next year’s full incorporation of the Common Core State Standards.**
 3. **Team Leaders will utilize existing professional development sessions incorporated within the school’s schedule to work with their respective departmental teachers toward the completion and incorporation of these units.**
 4. **Designated team leaders will continue to attend network-led professional development sessions to turnkey information to staff.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 1. **Parents’ Association and Executive Board meetings will be utilized to inform all parents of the transition toward the Common Core State Standards (and the rationale for doing so).**
 2. **Sponsor “learning walks” aimed at promoting awareness of the importance of the Common Core State Standards, which will include all key constituencies (parents, teachers, students).**
 3. **Utilize our school website to distribute and disseminate information regarding the school’s transition toward CCSS.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) - Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Per-session postings were created for all team leading positions. Team leaders will in oversee the creation and implementation of these units. Team leaders will reflect on implementation and on a monthly basis will make presentations at departmental meetings.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase student awareness of classes and school activities to keep students engaged “in an active and vibrant partnership to promote learning.” Specifically, our goal is to increase the amount of students that strongly agree with the student survey category “My school offers a wide enough variety of classes and activities to keep me interested in school.” (6.9) from 33% to 50%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

While 33 percent of the students felt that they “strongly agree” with the notion that the school “offers a wide enough variety of classes and activities to keep me interested in school, the sentiment by the students on the SLT (and the larger group as a whole) was that there are many activities available (from tutoring to club activities) that are not properly publicized.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- 1- Placing a mobile cart with a smartboard in the main lobby advertising the activities made available to students (this cart would also be placed in the cafeteria during lunch bands).**
 - 2- Creating a club office (during the existing club hours) with advisors aimed at informing students of the opportunities available to them.**
 - 3- Designate a person for placing this information on the school website.**
 - 4- Setting up weekly and monthly calendars as wallpaper on at our student kiosk in the cafeteria as well as on all other computers.**
 - 5- Dedicate a page in the school newspaper (“The Current” to inform students of all available activities).**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - 1- Ensure that as part of each PA meeting time is set aside to update all parents on the activities available for their child(ren).**
 - 2- Utilize the school website to provide this information to parents.**
 - 3- Utilize phone messenger to encourage students and parents to view the school website.**

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) - Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 1- **Designate school-aide to oversee the implementation of both utilizing the smartboard as well as the school website.**
 - 2- **Designate school counselors to provide information to the students during club hours.**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Response to Intervention protocol which seeks to prevent failure through early academic intervention.	<p>RTI is a three-tiered academic support model.</p> <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. 3. One-to-one tutoring for students that require more intense, explicit, and individualized instruction. 	During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.
Mathematics	Response to Intervention protocol which seeks to prevent failure through early academic intervention.	<p>RTI is a three-tiered academic support model.</p> <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. <p>One-to-one tutoring for students that require more intense, explicit, and</p>	During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.

		individualized instruction.	
Science	Response to Intervention protocol which seeks to prevent failure through early academic intervention.	<p>RTI is a three-tiered academic support model.</p> <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. <p>One-to-one tutoring for students that require more intense, explicit, and individualized instruction.</p>	During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.
Social Studies	Response to Intervention protocol which seeks to prevent failure through early academic intervention.	<p>RTI is a three-tiered academic support model.</p> <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. <p>One-to-one tutoring for students that require more intense, explicit, and individualized instruction.</p>	During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling: Counselors meet with students during the regular hours of each day for 45 minutes. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on	<p>RTI is a three-tiered academic support model.</p> <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. 	During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.

	<p>their report cards (issued six times per year.)</p> <p>Psychologist meets with students during the regular hours of each day for 90 minutes each week. Total 90 minutes each week. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)</p>	<p>One-to-one tutoring for students that require more intense, explicit, and individualized instruction.</p>	
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 1. School assigns mentors to support non-HQT staff**
- 2. Principal runs new staff workshops to non-HQT monthly**
- 3. Administrators work with non-HQT staff to provide the necessary hours of professional development, finding advanced accreditation, and tuition reimbursement.**
- 4. Administrators seek HQT staff to fill vacancies by making connections to universities who offer masters programs, working with the HR person within the CFN, attending hiring fairs, and reaching out to our PENCIL partner to recruit HQTs**
- 5. Professional development for teachers is built into our schedule and all teachers are part of either a Professional Learning Team and/or an Inquiry Team in which**
- 6. HQTs take a leadership role in ensuring that the action plan related to this goal is achieved.**
- 7. HQTs train their colleagues at professional development sessions related to content, pedagogy, and technology (eg: use of ipads, smarboards, and software)**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Empowerment Network	District 22	Borough Brooklyn	School Number 535
School Name Leon M. Goldstein HS			

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

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

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

D. School Demographics

Total number of students in school	1026	Total Number of ELLs	4	ELLs as share of total student population (%)	0.39%
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Part II: ELL Identification Process

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

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

1. Our English language learner identification process follows the guidelines specified in the New York State – LEP Identification Process Memorandum #2, attachment #2. Our identification team includes an ESL teacher, a foreign language teacher and a paraprofessional to assist with translation needs, a guidance counselor, a parent coordinator and a secretary. The HLS are distributed by the team and students fill it out. When parents or students need translation services a translator is sought out and a HLS in the native language is issued. All HLS are reviewed by the ESL teacher who interviews any potential ELL student and his/ her parent. If translation services are needed, a translator is provided for the student or parent. Once a potential ELL is identified, the LAB- R is administered and scored. If the student is not an English language learner, he/ she enters the general education population; however, if the student speaks a language other than English or speaks little or no English, the LAB-R is administered and scored by the ESL teacher and the student is appropriately placed according to the score. The NYSESLAT scores are reviewed biannually to determine the weakest and strongest modalities. Once the data is collected and evaluated, curriculum is designed according to the needs of the students. Moreover, formal and informal periodic assessments help the ELL teacher refine and alter curriculum design throughout the term to enhance student learning. Spanish speaking ELL's are give the LAB. The languages spoken by teachers are Spanish, English and Russian. ATS reports are used to ensure all ELLs receive the NTSELAT.

2. The parents of all students who scored at the beginning, intermediate, or advanced level are informed, invited to an orientation where they learn about the school's ELL program, view a DVD about ELL services, and select from the three program choices New York State mandates. This initial outreach to ELL parents is done in the first 10 days of the school year. During the first 10 days of school, three orientations are held at different times. If parents can not attend these meetings, the BESIS coordinator sets up individual appointments for these parents.

3. Further, outreach is organized by the BESIS Coordinator and the parent coordinator. There is a conscientious effort to distribute and to collect all entitlement letters, Parent Surveys and Program Selection forms by the ESL teacher and the parent coordinator. Moreover, there is a bimonthly review about the collection of all surveys and letters until every family has returned its documentation. Follow- up mailings, e-mails and phone calls are all part of the collection process.

4. If the student speaks a language other than English or speaks little or no English, the LAB-R is administered and scored by the ESL teacher and the student is appropriately placed according to the score. The parents of all students who scored at the beginning, intermediate, or advanced level are informed. If translation or guidance services are required or requested, the parents are invited in to meet with both the guidance counselor and BESIS coordinator to discuss program placement and programming of their child.

5. The Parent Surveys and Program Selection Forms are reviewed frequently to ascertain current trends regarding the program choices of the LEP students and their parents. Both the parent coordinator and the ESL teacher correspond with LEP parents in their native languages about issues of concern to them. Over the past five years, one hundred percent of our ELL parents have consistently and repeatedly selected the free- standing ESL program for their children.

6. If the programs requested by the ELL parents change and if our demographics change, transitional bilingual and dual language programs will be established. First, our LAP team will review the school demographics, the Program Selection Forms to determine if a program is warranted. Secondly, all parents would be informed of the program and given an opportunity to reassess their choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	3	0	0	1	0	0	0	0	0	4
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

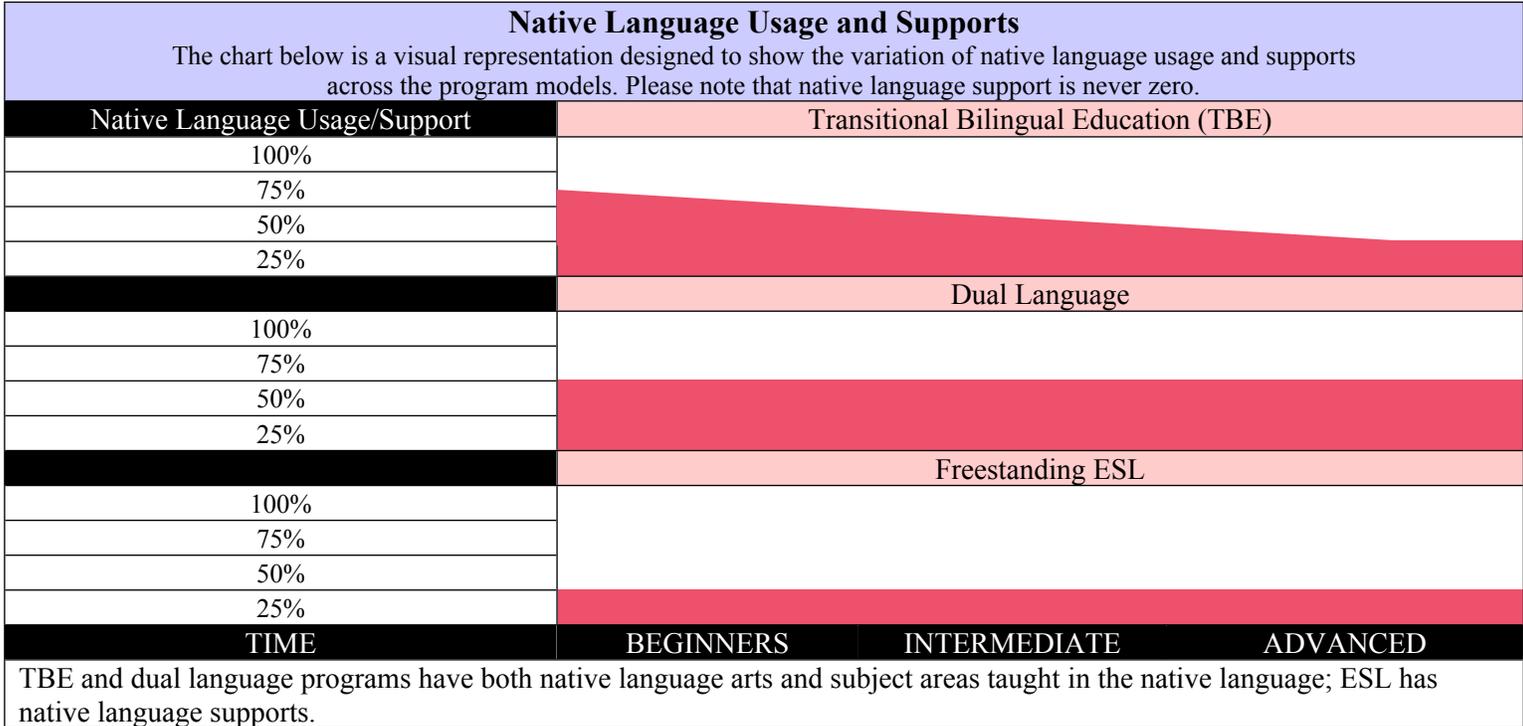
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

15. Yes.

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

1, 3, &4. Parent input is encouraged and sought after by both the parent coordinator and the Leon M. Goldstein High School staff. Our parent coordinator has set up a phone messaging system and an e-mail database to inform parents of upcoming events and parent association meetings. She has put together an informal network of people to translate letters and call ELL parents keeping them abreast of events and their children's progress. Throughout this outreach, the parent coordinator collects data by soliciting ELL parents about their needs and wishes, by surveying all parents annually, by reviewing the minutes of the Parent Association meetings, and by corresponding via e-mail. Then, the LAP team works together to prioritize a course of action for ELL students and parents of ELLs based on the data collected. All our parental involvement activities are designed based on the data collected through surveys and Parent Association meetings.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1	1	0	0
Earth Science				
Living Environment				
Physics				
Global History and Geography	1	1	1	0
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
Test)								
Chinese Reading Test								

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

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

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

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

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

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

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

5. N/A

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

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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.

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Part VI: LAP Assurances

School Name: Leon M. Goldstein HS **School DBN:** 535

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 535 School Name: Leon M Goldstein

Cluster: _____ Network: 405

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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

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

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

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

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

Part B: Strategies and Activities

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

The school will provide the following translation services

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

No Outside vendors will be hired for this activity

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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