



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ROBERT H. GODDARD HIGH SCHOOL FOR COMMUNICATION ARTS &
TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q308

PRINCIPAL: JOSEPH J. BIRGELES EMAIL: JBIRGEL@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
Joseph J. Birgeles	*Principal or Designee	
Janet Fash	*UFT Chapter Leader or Designee	
Catherine Wagner	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Esteban Acosta Chelsi Persaud	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nicole Alves	Member/	
Britney Badalucco	Member/	
Linda Mazzei	Member/	
Roseanne Errico	Member/	
Pheona Mohan	Member/	
	Member/	
	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, the daily attendance rate will increase 2% points or higher to 92%.**

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.
- **After conducting a four-year trend analysis (2008-2012) of yearly attendance, it was determined that there has been a 1% decrease in attendance since 2008 as evidenced by the RPLG report on ATS. However, we saw an increase of approximately 2% points last year-2011-2012 from 88.8% to 90.5%. As a result, we seek to increase our performance by achieving a priority attendance goal of 92%.**

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.
- **Actions/Strategies: The plan for meeting the aforementioned goal includes the following steps:**
 - 1) **Analyze ATS attendance reports: RDAL (Names of students who are late and absent); ROCR (% breakdown); and the RPLG (End of the year attendance report);**
 - 2) **Collaborate with attendance teacher, attendance coordinator, and the pupil personnel secretary to identify students with unexcused lateness's, absences & cutting;**
 - 3) **Contact parents regarding student attendance using School Messenger;**
 - 4) **Promote teacher, guidance counselor and attendance coordinator telephone calls;**
 - 5) **Conduct student parent conferences for students identified with poor attendance;**
 - 6) **Refer students to guidance as needed;**
 - 7) **Create incentives for students and classes with exemplary attendance and for classes that have made exemplary gains in attendance;**
 - 8) **Post student names for monthly perfect attendance;**
 - 9) **Increase the level and quality of extracurricular activities;**
 - 10) **Parents will be advised to submit in writing the reasons for children's absences;**
 - 11) **The attendance teacher will review and follow up on 407s;**
 - 12) **The attendance teacher will also outreach with families and/or agencies concerning students' absences; Monitor Code 12 Discharges.**
 - 13) **Encourage attendance via Principal Newsletter.**

- **Target Populations:** All students, grades 9-12, who are not on-track or almost on track with their credits as indicated by the Progress to 4-year graduation report; Students who have a history of poor attendance as indicated by ARIS.
- **Responsible Staff Members:** Principal, Assistant Principals, Guidance Counselors, Teachers, Attendance Teacher, Attendance Coordinator, Pupil Personnel Secretary, Parent Coordinator, Parents, and Students.
- **Implementation Timeline:** September 2012 through June 2013.

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.

Actions Goddard High School will take to increase parent involvement:

- **Staff Training**-Training on being positive during conferences, home visits, phone calls and other parent interactions. Goddard educators will be considerate and sensitive to a parent's ethnic, cultural and socioeconomic backgrounds, so communication and cooperation can occur. Parents need to hear from the staff that their child's attendance will increase their academic performance. Goddard educators will listen to parent's concerns about their child and/or their thoughts and ideas on ways the school could improve. If parents feel welcome, useful, and respected, they will respond and then be an advocate with us to increase student participation in school.
- **Information**-Create and disseminate a parent handbook of clear, practical information including rules, procedures, and specific ways parents can be involved in the school, especially information regarding the importance and impact school attendance has on their children's academic achievement. If many parents speak a language other than English, we will have the handbook printed in both languages. Notes and principal newsletters are an important way to keep parents informed; however, phone calls, one-to-one meetings and home visits will enhance support. Explain to parents the importance of accessing their child's progress reports, grades, etc., via Skedula.
- **Parent Conferences**-When parent conferences are scheduled, we will offer an interpreter if needed, or if appropriate, have their child act as an interpreter. We will begin with a positive, encouraging comment about their child. We will also provide guidance regarding good study habits and to encourage 100% attendance.
- **Parent Training**-Plan workshops to improve parenting skills. Stress the importance of modeling positive behaviors and ways to help children learn at home. In addition, recruit parent leaders who are representative of the student population to attend conferences and training.

Budget and resources alignment

- Indicate your school's Title I status: X 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.

X _____ Tax Levy X _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- Guidance Counselor per session hours for parental outreach.
- Purchase and maintenance of Instant Messenger System.
- Teacher Training per session
- Professional instructional materials to support attendance strategies and parental support.

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).
- **As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2012-June 2013 as indicated below:**
- **Guidance Counselor per session hours for parental outreach.**
- **Purchase and maintenance of Instant Messenger System.**
- **Professional instructional materials to support attendance strategies and parental support. Maintain and disseminate attendance plan.**
- **Utilize and promote advance features on Instant Messenger.**
- **Encourage parental access to Skedula.**

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.

1) Special Education Students - Algebra

- a) By June 2013, 50% of students will earn a 65 or higher on the Integrated Algebra Regents Exam in June.
- b) By June 2013, 65% of students will earn a 55 or higher on the Integrated Algebra Regents Exam in June (RCT credit).
- c) By June 2013, 80% of students will attain 2 credits in Algebra.

2) General Education Students - Algebra, Geometry, Algebra & Trig

- a) **Algebra** - By June 2013, 80% of the students will be able to pass the Integrated Algebra Regents Exam in June with a 65 or higher. By June 2013, 20% of the students will be able to pass the Integrated Algebra Regents Exam in June with a score of 80% or higher. By June 2013, 85% of the students will attain 2 credits in Algebra.
- b) **Geometry** – By June 2013, 60% of the students will be able to pass the Geometry Regents Exam in June with a 65 or higher. By June 2013, 85% of the students will attain 2 credits in Geometry.
- c) **Algebra 2 & Trig** – By June 2013, 40% of the students will be able to pass the Algebra 2 & Trig Regents Exam in June with a 65 or higher. By June 2013, 90% of the students will attain 2 credits in Algebra 2 & Trig.

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.

1) Algebra - After analyzing a three-year trend of student course and regents pass rates, it was determined that students showed an increase in test performance.

2) Geometry - After conducting a trend analysis from 2011-2012 to 2012-2013 and analyzing in-class assessments we concluded that students are performing at a lower level than students the year prior. In 2011-2012 the pass rate on the Geometry Regents was 71% therefore we predict about 60% of students to pass the Geometry Regents in June of 2013. We are making progress for all students in Geometry a priority this academic school year to maintain achievement levels.

3) Algebra 2 & Trig - After analyzing a two year trend analysis of student performance data on state assessments it showed a decrease in student scores however overall the trend showed a strong passing rate on the mathematics regents exams.

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.

Activity #1:**Actions/Strategies: Math – Algebra, Geometry, Algebra 2 & Trig**

a) We will implement the following strategies and activities to target our students:

- Target students for help desk during group work
- Create differentiated groups based on data from ARIS, Skedula, Castle Learning, and Eduware clickers
- Differentiate instruction to target students' learning styles such as videos, animations
- Conduct small group tutoring during lunch, after-school, and Saturdays
- Peer tutoring
- Planning curriculum together such as the CCSS Performance Task
- Provide accommodations such as directions and questions read aloud
- RCT Academy for Special Education Students
- Algebra Academy for Seniors to achieve mastery score of 80 or higher
- Castle Learning Academy for Algebra and Geometry
- Infuse technology such as graphing calculators and laptops
- Prepare pre and post assessments to assess areas of weaknesses, which will be used to provide review
- Resources such as kuta-software, lessonplanet.com, regentsprep.org, jmap.org, Barron's Regents Review books, Eduware test maker, Compass Learning, NOVEL NY library databases
- Danielson Walkthroughs
- PD360 Staff Development
- LCI Common Core Staff Development
- Brainstorm strategies during inquiry to help under achieving students such as ELL and lowest third of students.

Target Population:

The targeted population includes special education students, ELL students, at risk general education students (students who scored 1 or 2 on the 8th grade state math test), and students who have failed the Regents exams at least once.

Responsible Staff Members:

Math and special education teachers, along with the Assistant Principal of Math and guidance counselors, will implement the above strategies. Administration will meet with teachers during after-school inquiry and weekly department meetings to include teachers in the decision making process regarding the use and effectiveness of the above strategies.

Implementation Timeline:

Teachers will implement the above strategies during the 2012-2013 school year, which is from September 2012 through June 2013.

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. Parents will be invited to a workshop to understand high school graduation requirements
- Apply the Six Slices of Parent Involvement Program
- Distribute Project Appleseed's learning compact known as the Parental Involvement Pledge to recruit and organize parent volunteers
- Distribute Project Appleseed's Parental Involvement Report Card. The Report Card is intended to help parents evaluate their contributions to their child' success at school
- Use the Parental Involvement Pledge/Volunteer Information Survey to identify all available talents, times, and locations of volunteers
- Encourage Parent Study Habits Training
- Information about school programs shared with parents in a timely and effective way
- Set clear priorities for studying and learning in the home environment
- Communicate to children high expectations for their education and future careers
- Become involved in their children's school through school events, conferences, workshops, bake sales, etc.
- Encourage parents to provide quiet time for homework and reflection after school
- Advocate the importance of parents supervising homework-provide Study Habits strategies handout
- Make sure their children get enough rest
- Turn TV and videogames off during the week
- Encourage children to read
- Support and encourage their children as they struggle to achieve
- Express the importance of high achievement in middle and high school for future success in college
- Become involved in children's school by learning about academic courses offered in school
- Keep in touch with their children's counselors
- Check carefully course selection during scheduling
- Keep in touch with their children's teachers via Skedula

Budget and resources alignment

- Indicate your school's Title I status: X 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.

 X Tax Levy X 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).
- **As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2012-June 2013 as indicated below:**
- **Per Session/Coverages For Regents Tutoring -147 hours from September to June.**
- **Data Specialist –ARRA**
- **Inquiry Per Session**
- **Guidance Counselor per session 116 hours from September to June**
- **Maintain and disseminate attendance**
- **Monitor student performance via inquiry and departmental meetings**

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.

1) Special Education Students – Living Environment & Earth Science

- a) By June 2013, 60% of students will earn a 65 or higher on the Living Environment/Earth Science Regents Exam in June.
- b) By June 2013, 70% of students will earn a 55 or higher on the Living Environment/Earth Science Regents Exam in June (RCT credit).
- c) By June 2013, 80% of students will attain 2 credits in Living Environment/Earth Science.

2) General Education Students –Living Environment, Earth Science, Chemistry, Physics

- a) **Living Environment-** By June 2013, 85% of the students will be able to pass the Living Environment Exam in June with a 65 or higher. By June 2013, 90% of the students will earn 2 credits in Living Environment.
- b) **Earth Science** - By June 2013, 80% of the students will be able to pass the Earth Science Regents Exam in June with a 65 or higher. By June 2013, 80% of the students will attain 2 credits in Earth Science.
- c) **Chemistry** – By June 2013, 55% of the students will be able to pass the Chemistry Regents Exam in June with a 65 or higher. By June 2013, 90% of the students will attain 2 credits in Chemistry.
- d) **Physics** – By June 2013, 70% of the students will be able to pass the Physics Regents Exam in June with a 65 or higher. By June 2013, 90% of the students will attain 2 credits in Physics.

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.

1) Living Environment - The need is for every student to graduate with a High School Regents Diploma, since the RCT has been phased out for incoming 9th graders. The goal is by June 2013 all students with IEP's will meet the same goals as the General Ed population with a 65 and higher in the course as well as the regents.

2) Earth Science - In order for students to do well in Earth Science they must have a good background in math skills as well as in scientific methods and vocabulary. They also need higher order thinking skills in order to process the concepts associated with Earth Science.

3) Chemistry – The goal was generated based on the need of students to increase the following skills: manipulate chemical equations using math, think critically, and apply scientific concepts and principles to the real life.

4) Physics – The goals was generated based on the need of students to understand algebra and trigonometry. They also need to be able to take the content and relate it to different examples, critical thinking.

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.

Activity #1:

Actions/Strategies: Science – Living Environment, Earth Science, Chemistry, Physics

a) We will implement the following strategies and activities to target our students:

- Target students for help desk during group work
- Create differentiated groups based on data from ARIS, Skedula, Castle Learning, and Eduware clickers
- Differentiated instruction to target students' learning styles such as videos, animations
- Small group tutoring during lunch, after-school, and Saturdays
- Peer tutoring
- Planning curriculum together such as the CCSS Performance Task
- Provide accommodations such as directions and questions read aloud
- RCT Academy for Special Education Students
- Living Environment academy
- Technology such as scientific calculators and laptops
- Pre and post assessments to assess areas of weaknesses, which will be used to provide review
- Resources such as kuta-software, lessonplanet.com, regentsprep.org, jmap.org, Barron's Regents Review books, Eduware test maker, Compass Learning, NOVEL NY library databases
- Danielson Walkthroughs
- PD360 Staff Development
- LCI Common Core Staff Development
- STEM Professional Development
- Brainstorm strategies during inquiry to help under achieving students such as ELL and lowest third of students.

Target Population:

The targeted population includes special education students, ELL students, at risk general education students (students who scored 1 or 2 on the 8th grade state math/ela test), and students who have failed the Regents exams at least once.

Responsible Staff Members:

Science and special education teachers, along with the Assistant Principal of Math & Science and guidance counselors, will implement the above strategies. Administration will meet with teachers during after-school inquiry and weekly department meetings to include teachers in the decision making process regarding the use and effectiveness of the above strategies.

Implementation Timeline:

Teachers will implement the above strategies during the 2012-2013 school year, which is from September 2012 through June 2013.

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.
- Parents will be invited to a workshop to understand high school graduation requirements
- Apply the Six Slices of Parent Involvement Program
- Distribute Project Appleseed's learning compact known as the Parental Involvement Pledge to recruit and organize parent volunteers
- Distribute Project Appleseed's Parental Involvement Report Card. The Report Card is intended to help parents evaluate their contributions to their child's success at school
- Use the Parental Involvement Pledge/Volunteer Information Survey to identify all available talents, times, and locations of volunteers
- Encourage Parent Study Habits Training
- Information about school programs shared with parents in a timely and effective way
- Set clear priorities for studying and learning in the home environment
- Communicate to children high expectations for their education and future careers
- Become involved in their children's school through school events, conferences, workshops, bake sales, etc.
- Encourage parents to provide quiet time for homework and reflection after school
- Advocate the importance of parents supervising homework-provide Study habits strategies handout.
- Make sure their children get enough rest
- Turn TV and videogames off during the week
- Encourage children to read
- Support and encourage their children as they struggle to achieve. Encourage access to Skedula.
- Express the importance of high achievement in middle and high school for future success in college
- Become involved in children's school by learning about academic courses offered in school
- Keep in touch with their children's counselors
- Check carefully course selection during scheduling

Budget and resources alignment

- Indicate your school's Title I status: X 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.

 X Tax Levy X 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).
- **As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2012-June 2013 as indicated below:**
- **Per Session/Coverages For Regents Tutoring -147 hours from September to June.**
- **Data Specialist –ARRA; Inquiry Per Session**
- **Guidance Counselor per session 116 hours from September to June**
- **Monitor student performance via data meeting**

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.

Goal 1

1) Special Education Students – US History

- a) By June 2013, 50% of students will earn a 65 or higher on the US History.
- b) By June 2013, 75% of students will earn a 55 or higher on the US History Regents Exam in June (RCT credit).
- c) By June 2013, 92% of students will attain 2 credits in US History.

2) General Education Students –US History

- a) By June 2013, 90% of the students in the class of 2014 will be able to pass the US History Regents Exam in June with a grade of 65 or higher.
- b) By June 2013 80% of the students in the class of 2014 will pass the U.S. History Regents Exam in June with a grade of 75 or higher.
- c) By June 2013, 90% of the students will earn 2 credits in US History.

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.

Comprehensive needs assessment

.Based on the data from the US History Regents Examination, only 68% of our total students in Cohort 2013 and 2014 passed the US Regents. We determined that an appropriate goal would be to augment Regents scores due to the fact that passing this exam is necessary for graduation.

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.

Actions/Strategies: – US History

- Target students for help desk during group work
- Brainstorm strategies during inquiry to help under achieving students such as ELL and lowest third of students.
- Create differentiated groups based on data from ARIS, Skedula, Castle Learning, and Eduware clickers
- Differentiate instruction to target students' learning styles such as videos, animations
- Conduct small group tutoring during lunch, after-school, and Saturdays

- Peer tutoring
- Planning curriculum together such as the CCSS Performance Task
- Provide accommodations such as directions and questions read aloud
- RCT Academy for Special Education Students
- US History Academy and Lunch and learn for Seniors in need of passing
- Infuse technology such as APEX and Discovery Streaming
- Prepare pre and post assessments to assess areas of weaknesses, which will be used to provide review
- Resources such as lessonplanet.com, regentsprep.org, jmap.org, Barron's Regents Review books, Eduware test maker, Compass Learning, NOVEL NY library databases
- Danielson Walkthroughs
- PD360 Staff Development
- LCI Common Core Staff Development

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.
 - Parents will be invited to a workshop to understand high school graduation requirements
 - Apply the Six Slices of Parent Involvement Program
 - Distribute Project Appleseed's learning compact known as the Parental Involvement Pledge to recruit and organize parent volunteers
 - Distribute Project Appleseed's Parental Involvement Report Card. The Report Card is intended to help parents evaluate their contributions to their child's success at school
 - Use the Parental Involvement Pledge/Volunteer Information Survey to identify all available talents, times, and locations of volunteers
 - Encourage Class parent, telephone tree, or other structures to provide all families with needed information
 - Encourage Parent Study Habits Training
 - Information about school programs shared with parents in a timely and effective way
 - Set clear priorities for studying and learning in the home environment
 - Communicate to children high expectations for their education and future careers
 - Become involved in their children's school through school events, conferences, workshops, bake sales, etc.
 - Encourage parents to provide quiet time for homework and reflection after school
 - Advocate the importance of parents supervising homework-provide Study habits strategies handout.
 - Make sure their children get enough rest
 - Turn TV and videogames off during the week
 - Encourage children to read
 - Support and encourage their children as they struggle to achieve
 - Express the importance of high achievement in middle and high school for future success in college
 - Become involved in children's school by learning about academic courses offered in school
 - Keep in touch with their children's counselors
 - Check carefully course selection during scheduling-Keep in touch with their children's teachers via Skedula

Budget and resources alignment

- Indicate your school's Title I status: X 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).
- **As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2012-June 2013 as indicated below:**
- **Per Session/Coverages For Regents Tutoring -147 hours from September to June.**
- **Data Specialist –ARRA**
- **Inquiry Per Session**
- **Guidance Counselor per session 116 hours from September to June**
- **Maintain and disseminate attendance**
- **Monitor student performance via inquiry and 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.

English Department- Special Education

- a) By June 2013, 50% of the students will be able to pass the English Regents Exam in June with a 65 or higher.
- b) By June 2013, 70 % of the students will be able to pass the English Regents Exam in June with a 55 or higher. (RCT Credit)

English Department- General Education

- a) By June 2013, 60% of the eleventh grade students will score 75% or higher on the English Regents.
- b) By June 2013, 85% of the eleventh grade students will score a 65% or higher on the English Regents exam.

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.

Many of our students attend CUNY schools which require a minimum of 75% on their English Regents in order to place out of remedial English classes. Based on last year's English Regent's score more than half of the students who passed the English Regents exam scored between a 65-74. Our focus this year is to raise expectations for all students to score above a 75 on the English Regents exam by June 2013.

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.
- Ninth grade students will use the online program "Empower" twice weekly to increase reading comprehension skills.
- All grades will engage in regular instruction which focuses on specific sections of the Regents. Mastery of these skills will be checked regularly on quarterly exams.
- Regents preparation classes will be offered afterschool as well as an academy during school to provide extra support.
- Target students for help desk during group work
- Create differentiated groups based on data from ARIS, Skedula, Castle Learning, and Eduware clickers
- Differentiate instruction to target students' learning styles such as videos, animations
- Conduct small group tutoring during lunch, after-school, and Saturdays

- Peer tutoring
- Planning curriculum together such as the CCSS Performance Task
- Provide accommodations such as directions and questions read aloud
- RCT Academy for Special Education Students
- US History Academy and Lunch and learn for Seniors in need of passing
- Infuse technology such as Discovery Streaming
- Prepare pre and post assessments to assess areas of weaknesses, which will be used to provide review
- Resources such as lessonplanet.com, regentsprep.org, jmap.org, Barron's Regents Review books, Eduware test maker, Compass Learning, NOVEL NY library databases
- Danielson Walkthroughs
- PD360 Staff Development
- Partnering with Lincoln Center Institute to create a CCSS Unit of Study surrounding the Renaissance
- Brainstorm strategies during inquiry to help under achieving students such as ELL and lowest third of students.

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.
- Parents will be invited to a workshop to understand high school graduation requirements
- Apply the Six Slices of Parent Involvement Program
- Distribute Project Appleseed's learning compact known as the Parental Involvement Pledge to recruit and organize parent volunteers
- Distribute Project Appleseed's Parental Involvement Report Card. The Report Card is intended to help parents evaluate their contributions to their child's success at school
- Use the Parental Involvement Pledge/Volunteer Information Survey to identify all available talents, times, and locations of volunteers
- Encourage Class parent, telephone tree, or other structures to provide all families with needed information
- Encourage Parent Study Habits Training
- Information about school programs shared with parents in a timely and effective way
- Set clear priorities for studying and learning in the home environment
- Communicate to children high expectations for their education and future careers
- Become involved in their children's school through school events, conferences, workshops, bake sales, etc.
- Encourage parents to provide quiet time for homework and reflection after school
- Advocate the importance of parents supervising homework-provide Study habits strategies handout.
- Make sure their children get enough rest
- Turn TV and videogames off during the week
- Encourage children to read
- Support and encourage their children as they struggle to achieve
- Express the importance of high achievement in middle and high school for future success in college
- Become involved in children's school by learning about academic courses offered in school
- Keep in touch with their children's counselors
- Check carefully course selection during scheduling-Keep in touch with their children's teachers via Skedula

Budget and resources alignment

- Indicate your school's Title I status: X 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).
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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.

ACADEMIC INTERVENTION SERVICES (AIS)

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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	<p>English Language Arts intervention includes small group and/or one-to-one instruction during the school day, at lunch, and after school. The intervention consists of teacher created activities designed to provide individualized instruction based upon student needs. Differentiated activities have been set up to target specific weaknesses. Students will work on their individualized reading comprehension skills while in class. Newspapers, novels, Kaplan, websites such as Regentsprep.org and Castlelearning.com are utilized. ELL students will receive vocabulary, grammar and NYSESLAT review. Struggling readers in 9th grade Special Education and ELLs rare using Empower 3000 a minimum of twice per week to increase their reading ability. Struggling Seniors are scheduled for skills based remediation. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student’s needs and modifications. Teachers meet bi-monthly during Inquiry to discuss the</p>	<p>Small group and/or one-to-one.</p>	<p>During the school day, afterschool and on Saturdays. In school services may be provided during the student’s lunch period, or during academy.</p>

	<p>progress and needs of our lowest third students. Teachers also meet weekly during a department common prep to discuss these students. The English Department created a binder with the assessments for all units, as well as quarterly exams to collect data on where students are struggling department wide.</p>		
Mathematics	<p>Mathematics support is provided during small group and/or one-to-one instruction during the school day, at lunch, and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barron's, Kaplan and websites such as regentsprep.org, jmap.org and Castlelearning.com to provide individualized instruction to targeted students. During a daily 23-minute Academy period, teachers strategically target lowest third students for remediation. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student's needs and modifications. Students who are behind in credit accumulation are working on Aventa to get back on track with credits. Teachers meet bi-monthly during Inquiry to discuss the progress and needs of our lowest third students. Teachers also meet weekly during a department common prep to discuss these students. The Mathematics Department has created a binder with the assessments for all units, as well as quarterly exams to collect data on where students are struggling department wide.</p>	Small group and/or one-to-one.	<p>During the school day, afterschool and on Saturdays. In school services may be provided during the student's lunch period, or during academy.</p>
Science	<p>Science teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barron's, and websites such as regentsprep.org and Castlelearning.com to provide individualized</p>	Small group and/or one-to-one.	<p>During the school day, afterschool and on Saturdays. In school services may be provided during the student's lunch period, or</p>

	<p>instruction to these students. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student's needs and modifications. Students who are behind in credit accumulation are working on Aventa to get back on track with credits. Teachers meet bi-monthly during Inquiry to discuss the progress and needs of our lowest third students. Teachers also meet weekly during a department common prep to discuss these students. The Science Department has created a binder with the assessments for all units, as well as quarterly to collect data on where students are struggling department wide.</p>		<p>during academy.</p>
<p>Social Studies</p>	<p>Social Studies teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barron's, and websites such as regentsprep.org and Castlelearning.com to provide individualized instruction to these students. Teachers use gaming systems such as, Eduware to engage and motivate students. During a daily 23-minute Academy period, teachers strategically target lowest third students for remediation. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student's needs and modifications. Students who are behind in credit accumulation are working on Aventa to get back on track with credits. Teachers meet bi-monthly during Inquiry to discuss the progress and needs of our lowest third students. Teachers also meet weekly during a department common prep to discuss these students. The Social Studies Department has created a binder with the assessments for all units, as well as quarterly</p>	<p>Small group and/or one-to-one.</p>	<p>During the school day, afterschool and on Saturdays. In school services may be provided during the student's lunch period, or during academy.</p>

	assessments, to collect data on where students are struggling department wide.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies.</p> <p>At Risk Services provided by a School Psychologist includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies and testing of students in need, to find appropriate support services.</p> <p>At Risk Services provided by a School Social Worker includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies, testing of students in need, finding appropriate support services and working with families in crisis to provide support for children.</p>	One to one	During the school day.

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.

- As of now, all are teachers are highly qualified
- Potential teachers must submit to 2-3 interviews prior to hiring. Initial-Interview; Demo Lesson; Post-Demo Interview
- Teacher interviews are rubric based
- AP's, Teachers, Students, and Parents are invited to sit in on teacher interviews
- All newly hired teachers must attend a 3-hour new teacher orientation where they receive training on the laptop, school protocols, receive textbooks, gain knowledge of our lesson plan format, and acquire instructions on creating a curriculum map and course syllabus
- AP teachers will receive online and material resources to enhance instructional content delivery and assessment monitoring
- AP teachers will receive iZone professional development support to enhance instructional strategies
- Encourage AP teachers to take AP-Summer Institute workshops from College Now
- Provide support for teachers to examine how the AP exams are developed and graded
- Receive support on how to improve lessons plans and assignments to improve AP content acquisition and exam scores
- Utilize PD 360 to target specific professional development needs of teachers
- Identify teacher goals via Areas of Improvement section on the formal observation
- Monitor teacher professional goals.

**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.

TITLE I PARENT INVOLVEMENT POLICY AND PARENT-SCHOOL COMPACT FOR THE ROBERT H. GODDARD HIGH SCHOOL FOR COMMUNICATION ARTS & TECHNOLOGY (HS308)

HS 308's PARENT INVOLVEMENT POLICY WAS DESIGNED BASED UPON A CONSIDERATION OF THE NEEDS OF ALL PARENTS/GUARDIANS. OUR SCHOOL COMMUNITY WILL CONDUCT AN ANNUAL EVALUATION OF THE CONTENT AND EFFECTIVENESS OF THIS PARENT INVOLVEMENT POLICY WITH TITLE I PARENTS TO IMPROVE THE ACADEMIC QUALITY OF OUR SCHOOL. THIS ANNUAL REVIEW WILL TAKE PLACE IN MAY OF 2013. THE FINDINGS OF THE EVALUATION AND FEEDBACK FORMS WILL BE USED TO DESIGN STRATEGIES TO MORE EFFECTIVELY MEET THE NEEDS OF PARENTS, AND ENHANCE THE SCHOOL'S TITLE I PROGRAM. THE SCHOOL WILL MAINTAIN THIS INFORMATION.

IN DEVELOPING THE HS 308's TITLE I PARENT INVOLVEMENT POLICY, PARENTS OF TITLE I PARTICIPATING STUDENTS, PARENT MEMBERS OF THE SCHOOL'S PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION), AS WELL AS PARENT MEMBERS OF THE SCHOOL LEADERSHIP TEAM, WERE CONSULTED ON THE PROPOSED TITLE I PARENT INVOLVEMENT POLICY.

TO INCREASE AND IMPROVE PARENT INVOLVEMENT AND SCHOOL QUALITY, HS 308 WILL:

1. ACTIVELY 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;
2. ENGAGE PARENTS IN DISCUSSION AND DECISIONS REGARDING THE REQUIRED TITLE I SET-ASIDE FUNDS, WHICH ARE ALLOCATED DIRECTLY TO SCHOOLS TO PROMOTE PARENT INVOLVEMENT, INCLUDING FAMILY LITERACY AND PARENTING SKILLS;
3. ENSURE THAT THE TITLE I FUNDS ALLOCATED FOR PARENT INVOLVEMENT ARE UTILIZED TO IMPLEMENT ACTIVITIES AND STRATEGIES AS DESCRIBED IN OUR PARENT INVOLVEMENT POLICY AND THE SCHOOL-PARENT COMPACT;
4. SUPPORT SCHOOL-LEVEL COMMITTEES THAT INCLUDE PARENTS WHO ARE MEMBERS OF THE SCHOOL LEADERSHIP TEAM, THE PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION).

5. MAINTAIN A PARENT COORDINATOR (OR A DEDICATED STAFF PERSON) TO SERVE AS A LIAISON BETWEEN THE SCHOOL AND FAMILIES. THE PARENT COORDINATOR OR A DEDICATED STAFF PERSON WILL PROVIDE PARENT WORKSHOPS BASED ON THE ASSESSED NEEDS OF THE PARENTS OF CHILDREN WHO ATTEND OUR SCHOOL AND WILL WORK TO ENSURE THAT OUR SCHOOL ENVIRONMENT IS WELCOMING AND INVITING TO ALL PARENTS. THE PARENT COORDINATOR WILL ALSO MAINTAIN A LOG OF EVENTS AND ACTIVITIES PLANNED FOR PARENTS EACH MONTH AND FILE A REPORT WITH THE CENTRAL OFFICE FOR FAMILY ENGAGEMENT AND ADVOCACY (OFEA);
6. CONDUCT PARENT WORKSHOPS WITH TOPICS THAT MAY INCLUDE: TECHNOLOGY TRAINING TO BUILD PARENTS' CAPACITY TO HELP THEIR CHILDREN AT HOME;
7. PROVIDE OPPORTUNITIES FOR PARENTS TO HELP THEM UNDERSTAND THE ACCOUNTABILITY SYSTEM (E.G., NCLB/STATE ACCOUNTABILITY SYSTEM, STUDENT PROFICIENCY LEVELS, ANNUAL SCHOOL REPORT CARD, PROGRESS REPORT, QUALITY REVIEW REPORT, LEARNING ENVIRONMENT SURVEY REPORT);;
8. HOST THE REQUIRED TITLE I PARENT ANNUAL MEETING ON OR BEFORE DECEMBER 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;
9. TRANSLATE ALL CRITICAL SCHOOL DOCUMENTS AND PROVIDE INTERPRETATION DURING MEETINGS AND EVENTS AS NEEDED.

HS 308 WILL FURTHER ENCOURAGE SCHOOL-LEVEL PARENTAL INVOLVEMENT BY:

1. HOSTING EDUCATIONAL FAMILY EVENTS/ACTIVITIES DURING OPEN SCHOOL WEEK AND THROUGHOUT THE SCHOOL YEAR;
2. ENCOURAGING MEANINGFUL PARENT PARTICIPATION ON SCHOOL LEADERSHIP TEAMS, PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION) AND TITLE I PARENT ADVISORY COUNCIL;
3. PROVIDING WRITTEN AND VERBAL PROGRESS REPORTS THAT ARE PERIODICALLY GIVEN TO KEEP PARENTS INFORMED OF THEIR CHILDREN'S PROGRESS;
4. DEVELOP AND DISTRIBUTE A SCHOOL NEWSLETTER OR WEB PUBLICATION DESIGNED TO KEEP PARENTS INFORMED ABOUT SCHOOL ACTIVITIES AND STUDENT PROGRESS.

GOALS:

- PARENTS WILL BE INVITED TO A WORKSHOP TO UNDERSTAND HIGH SCHOOL GRADUATION REQUIREMENTS
- APPLY THE SIX SLICES OF PARENT INVOLVEMENT PROGRAM
- DISTRIBUTE PROJECT APPLESEED'S LEARNING COMPACT KNOWN AS THE PARENTAL INVOLVEMENT PLEDGE TO RECRUIT AND ORGANIZE PARENT VOLUNTEERS

- DISTRIBUTE PROJECT APPLESEED'S PARENTAL INVOLVEMENT REPORT CARD. THE REPORT CARD IS INTENDED TO HELP PARENTS EVALUATE THEIR CONTRIBUTIONS TO THEIR CHILD'S SUCCESS AT SCHOOL
- USE THE PARENTAL INVOLVEMENT PLEDGE/VOLUNTEER INFORMATION SURVEY TO IDENTIFY ALL AVAILABLE TALENTS, TIMES, AND LOCATIONS OF VOLUNTEERS
- ENCOURAGE PARENT STUDY HABITS TRAINING
- INFORMATION ABOUT SCHOOL PROGRAMS SHARED WITH PARENTS IN A TIMELY AND EFFECTIVE WAY
- SET CLEAR PRIORITIES FOR STUDYING AND LEARNING IN THE HOME ENVIRONMENT
- COMMUNICATE TO CHILDREN HIGH EXPECTATIONS FOR THEIR EDUCATION AND FUTURE CAREERS
- BECOME INVOLVED IN THEIR CHILDREN'S SCHOOL THROUGH SCHOOL EVENTS, CONFERENCES, WORKSHOPS, BAKE SALES, ETC.
- ENCOURAGE PARENTS TO PROVIDE QUIET TIME FOR HOMEWORK AND REFLECTION AFTER SCHOOL
- ADVOCATE THE IMPORTANCE OF PARENTS SUPERVISING HOMEWORK-PROVIDE STUDY HABITS STRATEGIES HANDOUT.
- MAKE SURE THEIR CHILDREN GET ENOUGH REST
- TURN TV AND VIDEOGAMES OFF DURING THE WEEK
- ENCOURAGE CHILDREN TO READ
- SUPPORT AND ENCOURAGE THEIR CHILDREN AS THEY STRUGGLE TO ACHIEVE
- EXPRESS THE IMPORTANCE OF HIGH ACHIEVEMENT IN MIDDLE AND HIGH SCHOOL FOR FUTURE SUCCESS IN COLLEGE
- BECOME INVOLVED IN CHILDREN'S SCHOOL BY LEARNING ABOUT ACADEMIC COURSES OFFERED IN SCHOOL
- KEEP IN TOUCH WITH THEIR CHILDREN'S COUNSELORS
- CHECK CAREFULLY COURSE SELECTION DURING SCHEDULING
- KEEP IN TOUCH WITH THEIR CHILDREN'S TEACHERS VIA SKEDULA

GOALS:

ACTIONS GODDARD HIGH SCHOOL WILL TAKE TO INCREASE PARENT INVOLVEMENT:

- STAFF TRAINING-TRAINING ON BEING POSITIVE DURING CONFERENCES, HOME VISITS, PHONE CALLS AND OTHER PARENT INTERACTIONS. GODDARD EDUCATORS WILL BE CONSIDERATE AND SENSITIVE TO A PARENT'S ETHNIC, CULTURAL AND SOCIOECONOMIC BACKGROUNDS, SO COMMUNICATION AND COOPERATION CAN OCCUR. PARENTS NEED TO HEAR FROM THE STAFF THAT THEIR CHILD'S ATTENDANCE WILL INCREASE THEIR ACADEMIC PERFORMANCE. GODDARD EDUCATORS WILL LISTEN TO PARENT'S CONCERNS ABOUT THEIR CHILD AND/OR THEIR THOUGHTS AND IDEAS ON WAYS THE SCHOOL COULD IMPROVE. IF PARENTS FEEL WELCOME, USEFUL, AND RESPECTED, THEY WILL RESPOND AND THEN BE AN ADVOCATE WITH US TO INCREASE STUDENT PARTICIPATION IN SCHOOL.
- INFORMATION-PROVIDE A PARENT HANDBOOK OF CLEAR, PRACTICAL INFORMATION INCLUDING RULES, PROCEDURES, AND SPECIFIC WAYS PARENTS CAN BE INVOLVED IN THE SCHOOL, ESPECIALLY INFORMATION REGARDING THE IMPORTANCE AND IMPACT SCHOOL ATTENDANCE HAS ON THEIR CHILDREN'S ACADEMIC ACHIEVEMENT. IF MANY PARENTS SPEAK A LANGUAGE OTHER THAN ENGLISH, WE WILL HAVE THE HANDBOOK PRINTED IN BOTH LANGUAGES. NOTES AND PRINCIPAL NEWSLETTERS ARE AN IMPORTANT WAY TO KEEP PARENTS INFORMED; HOWEVER, PHONE CALLS, ONE-TO-ONE MEETINGS AND HOME VISITS WILL ENHANCE SUPPORT. EXPLAIN TO PARENTS THE IMPORTANCE OF ACCESSING THEIR CHILD'S PROGRESS REPORTS VIA SKEDULA.

- **PARENT CONFERENCES**-When PARENT CONFERENCES ARE SCHEDULED, WE WILL OFFER AN INTERPRETER IF NEEDED, OR IF APPROPRIATE, HAVE THEIR CHILD ACT AS AN INTERPRETER. WE WILL BEGIN WITH A POSITIVE, ENCOURAGING COMMENT ABOUT THEIR CHILD. PROVIDE SPACE WHERE PARENTS CAN WRITE CONCERNS AND/OR THEIR SPECIFIC NEEDS. IF COMPLETION OF THE FORM APPEARS TO BE DIFFICULT FOR THE PARENTS, AN INTERVIEW MAY BE NECESSARY. COLLECT THE FORMS, AND IF POSSIBLE, ADDRESS THEIR CONCERNS BEFORE THEY LEAVE.
- **VOLUNTEERS** INVITE PARENTS TO PROVIDE CLASSROOM ENRICHMENT ACTIVITIES SUCH AS DISCUSSING THEIR OCCUPATION, HOBBY, OR TALENT. THEY MAY ALSO PROVIDE ART, MUSIC, OR A CULTURAL AWARENESS PROGRAM. WE WILL ASK THEM TO ASSIST AS A HELPER OR TUTOR, ACCOMPANY FIELD TRIPS, OR PERFORM A VARIETY OF ROUTINE ADMINISTRATIVE DUTIES SUCH AS ANSWERING THE PHONE, HELPING IN THE LIBRARY, OR KEEPING OTHER PARENTS INFORMED.
- **PARENT TRAINING** SPONSOR WORKSHOPS TO IMPROVE PARENTING SKILLS. PROVIDE INCENTIVES. STRESS THE IMPORTANCE OF MODELING POSITIVE BEHAVIORS AND WAYS TO HELP CHILDREN LEARN AT HOME. IN ADDITION, RECRUIT PARENT LEADERS WHO ARE REPRESENTATIVE OF THE STUDENT POPULATION TO ATTEND CONFERENCES AND TRAINING. PROMOTE PARENT INVOLVEMENT IN ADVISORY COUNCILS OR COMMITTEES THAT PLAN TOGETHER AND MAKE DECISIONS REGARDING SCHOOL POLICIES.

SCHOOL-PARENT COMPACT

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.

SCHOOL RESPONSIBILITIES:

PROVIDE HIGH QUALITY CURRICULUM AND INSTRUCTION CONSISTENT WITH STATE STANDARDS TO ENABLE PARTICIPATING CHILDREN TO MEET THE STATE'S STANDARDS AND ASSESSMENTS BY:

- USING ACADEMIC LEARNING TIME EFFICIENTLY;
- RESPECTING CULTURAL, RACIAL AND ETHNIC DIFFERENCES;
- IMPLEMENTING A CURRICULUM ALIGNED TO STATE STANDARDS;
- OFFERING HIGH QUALITY INSTRUCTION IN ALL CONTENT AREAS; AND
- PROVIDING INSTRUCTION BY HIGHLY QUALIFIED TEACHERS AND WHEN THIS DOES NOT OCCUR, NOTIFYING PARENTS AS REQUIRED BY THE NO CHILD LEFT BEHIND (NCLB) ACT;

SUPPORT HOME-SCHOOL RELATIONSHIPS AND IMPROVE COMMUNICATION BY:

- CONVENING A TITLE I PARENT ANNUAL 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, CHILD CARE OR HOME VISITS FOR THOSE PARENTS WHO CANNOT ATTEND A REGULAR MEETING;
- RESPECTING THE RIGHTS OF LIMITED ENGLISH PROFICIENT FAMILIES TO RECEIVE TRANSLATED DOCUMENTS AND INTERPRETATION SERVICES IN ORDER TO ENSURE PARTICIPATION IN THE CHILD'S EDUCATION;
- PROVIDING INFORMATION RELATED TO SCHOOL AND PARENT PROGRAMS, MEETINGS AND OTHER ACTIVITIES IS SENT TO PARENTS OF PARTICIPATING CHILDREN IN A FORMAT AND TO THE EXTENT PRACTICABLE IN A LANGUAGE THAT PARENTS CAN UNDERSTAND;
- INVOLVING PARENTS IN THE PLANNING PROCESS TO REVIEW, EVALUATE AND IMPROVE THE EXISTING TITLE I PROGRAMS, PARENT INVOLVEMENT POLICY AND THIS COMPACT;
- PROVIDING PARENTS WITH TIMELY INFORMATION REGARDING PERFORMANCE PROFILES AND INDIVIDUAL STUDENT ASSESSMENT RESULTS FOR EACH CHILD AND OTHER PERTINENT INDIVIDUAL SCHOOL INFORMATION; AND
- ENSURING THAT THE PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT ARE DISTRIBUTED AND DISCUSSED WITH PARENTS EACH YEAR;

PROVIDE PARENTS REASONABLE ACCESS TO STAFF BY:

- ENSURE THAT STAFF WILL HAVE ACCESS TO INTERPRETATION SERVICES IN ORDER TO COMMUNICATE WITH LIMITED ENGLISH SPEAKING PARENTS EFFECTIVELY.
- PLANNING ACTIVITIES FOR PARENTS DURING THE SCHOOL YEAR (E.G., OPEN SCHOOL WEEK);

PROVIDE GENERAL SUPPORT TO PARENTS BY:

- CREATING A SAFE, SUPPORTIVE AND EFFECTIVE LEARNING COMMUNITY FOR STUDENTS AND A WELCOMING RESPECTFUL ENVIRONMENT FOR PARENTS AND GUARDIANS;
- SUPPORTING PARENTAL INVOLVEMENT ACTIVITIES AS REQUESTED BY PARENTS; AND
- ENSURING THAT THE TITLE I FUNDS ALLOCATED FOR PARENT INVOLVEMENT ARE UTILIZED TO IMPLEMENT ACTIVITIES AS DESCRIBED IN THIS COMPACT AND THE PARENT INVOLVEMENT POLICY, I.E., BULLYING ASSEMBLIES DURING RESPECT FOR ALL WEEK;

PARENT/GUARDIAN RESPONSIBILITIES:

- MONITOR MY CHILD'S ATTENDANCE AND ENSURE THAT MY CHILD ARRIVES TO SCHOOL ON TIME AS WELL AS FOLLOW THE APPROPRIATE PROCEDURES TO INFORM THE SCHOOL WHEN MY CHILD IS ABSENT;
- ENSURE THAT MY CHILD COMES TO SCHOOL RESTED BY SETTING A SCHEDULE FOR BEDTIME BASED ON THE NEEDS OF MY CHILD AND HIS/HER AGE;
- CHECK AND ASSIST MY CHILD IN COMPLETING HOMEWORK TASKS, WHEN NECESSARY;
- READ TO MY CHILD AND/OR DISCUSS WHAT MY CHILD IS READING EACH DAY (FOR A MINIMUM OF 15 MINUTES)
- SET LIMITS TO THE AMOUNT OF TIME MY CHILD WATCHES TELEVISION OR PLAYS VIDEO GAMES;
- PROMOTE POSITIVE USE OF EXTRACURRICULAR TIME SUCH AS, EXTENDED DAY LEARNING OPPORTUNITIES, CLUBS, TEAM SPORTS AND/OR QUALITY FAMILY TIME;
- ENCOURAGE MY CHILD TO FOLLOW SCHOOL RULES AND REGULATIONS AND DISCUSS THIS COMPACT WITH MY CHILD;
- VOLUNTEER IN MY CHILD'S SCHOOL OR ASSIST FROM MY HOME AS TIME PERMITS;
- PARTICIPATE, AS APPROPRIATE, IN THE DECISIONS RELATING TO MY CHILD'S EDUCATION. I WILL ALSO:
 - COMMUNICATE WITH MY CHILD'S TEACHER ABOUT EDUCATIONAL NEEDS AND STAY INFORMED ABOUT THEIR EDUCATION BY PROMPTING READING AND RESPONDING TO ALL NOTICES RECEIVED FROM THE SCHOOL OR DISTRICT;
 - RESPOND TO SURVEYS, FEEDBACK FORMS AND NOTICES WHEN REQUESTED;
 - BECOME INVOLVED IN THE DEVELOPMENT, IMPLEMENTATION, EVALUATION AND REVISION TO THE PARENT INVOLVEMENT POLICY AND THIS COMPACT;
 - PARTICIPATE IN OR REQUEST TRAINING OFFERED BY THE SCHOOL, DISTRICT, CENTRAL AND/OR STATE EDUCATION DEPARTMENT LEARN MORE ABOUT TEACHING AND LEARNING STRATEGIES WHENEVER POSSIBLE;
 - TAKE PART IN THE SCHOOL'S PARENT ASSOCIATION OR PARENT-TEACHER ASSOCIATION OR SERVE TO THE EXTENT POSSIBLE ON ADVISORY GROUPS (E.G., SCHOOL OR DISTRICT TITLE I PARENT ADVISORY COUNCILS, SCHOOL OR DISTRICT LEADERSHIP TEAMS); AND
 - SHARE RESPONSIBILITY FOR THE IMPROVED ACADEMIC ACHIEVEMENT OF MY CHILD;

STUDENT RESPONSIBILITIES:

- ATTEND SCHOOL REGULARLY AND ARRIVE ON TIME;

- COMPLETE MY HOMEWORK AND SUBMIT ALL ASSIGNMENTS ON TIME;
- FOLLOW THE SCHOOL RULES AND BE RESPONSIBLE FOR MY ACTIONS;
- SHOW RESPECT FOR MYSELF, OTHER PEOPLE AND PROPERTY;
- TRY TO RESOLVE DISAGREEMENTS OR CONFLICTS PEACEFULLY; AND
- ALWAYS TRY MY BEST TO LEARN

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader BEIRNE, GERARD	District 27	Borough Queens	School Number 308
School Name Robert H. Goddard H.S.			

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

Principal Joseph Birgeles	Assistant Principal Alana Basmagy Duggan
Coach	Coach
ESL Teacher Betty Lynn Penu	Guidance Counselor Amanda Castillo
Teacher/Subject Area Brittney Badalucco/Special Ed	Parent
Teacher/Subject Area	Parent Coordinator Roselyn Corcino
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	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	0		

D. School Demographics

Total number of students in school	598	Total Number of ELLs	24	ELLs as share of total student population (%)	4.01%
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Part II: ELL Identification Process

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

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

1. Robert H. Goddard High School takes several initial steps in identifying possible ELL students in compliance with CR Part 154. When a child first decides to enroll in our school, the parent must contact the District 27 office. District 27 then informs Robert H. Goddard High School that a student is new to the United States and will be registering. During the registration process, it is required that a trained pedagogue administer the Home Language Identification Survey (HLIS). This includes an informal oral interview in English and in their native language, and is administered by our guidance counselor, Amanda Castillo or the ESL teacher, Betty Lynn Penu. If a student is identified as a possible ELL, the ESL teacher will then administer the Language Assessment Battery-Revised (LAB-R) to determine placement into our ESL program. In order to assess literacy level in native language, the Spanish LAB-R is administered when applicable. This is all completed within 10 days. If parents do not choose an ELL program, the default is bilingual education. All ELLs are annually evaluated using the NYSESLAT assessment in the spring. Eligibility is determined by ATS reports. The NYSESLAT is administered by a Highly Qualified ESL teacher, Betty Lynn Penu. The test is given in the ESL room during their scheduled pull-out time or during other class time. The speaking is administered individually during a teacher prep period throughout the months of April and May. The results of this administration are used the following school year to determine ELL status and the amount of time the student will be serviced every week.

2. The program structure in place to ensure that parents understand all 3 options is that we conduct a meeting with all new parents of ELLs. When a new ELL enrolls in Goddard High School, a parent meeting is conducted within 10 days to explain all three options of ESL, Dual Language, and Transitional Bilingual programs. Each option is explained equally and completely. If possible, the meeting is done with an interpreter, an agenda is prepared, and there is a sign in sheet. Parents view the video. Parents receive information about the school system and policies by the parent coordinator. After, they are given time for questions.

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

4. The criteria used to place students in an ESL instructional program are the NYSESLAT or LAB-R assessments, as necessary. All students are assigned to a grade level and class, and serviced with the pull-out and push-in models. Placement letters go home in September of that school year. Goddard just has an ESL program as of now, so parents desiring a bilingual setting are informed of

other schools offering this type of program. When 19 parents of the same home language and with students in 2 contiguous grades desire a bilingual program, Goddard will contact those parents who indicate this choice. As we are a small school with a relatively small ELL population (24 students across 4 grades who speak 3 different languages) we do not anticipate having to construct a bilingual program in the near future.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	2	2	2	8
Push-In										1	1	1	0	3
Total	0	0	0	0	0	0	0	0	0	3	3	3	2	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE										0
Dual Language										0
ESL	14	0	0	3	0	0	7	0	5	24
Total	14	0	0	3	0	0	7	0	5	24

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	5	4	1	14
Chinese										1	1	1		3
Russian														0
Bengali										6			1	7
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	11	6	5	2	24

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. ESL instruction at Goddard High School includes a Pull-out organizational model as well as a push-in model. Students who are classified as Beginner, Intermediate or Advanced proficiency level based on their NYSESLAT or LAB-R come to the ESL room or receive push-in support services 5 times per week for three, two, or one period a day respectively to receive small-group instruction in a pull-out environment or in the push-in model. Instruction is provided in listening, speaking, reading, and writing, after careful review of the NYSESLAT and other data to inform the specific skills taught in the classroom. For example, many students have lower scores in the Reading subtests, so the teacher focuses on reading strategies that can transfer to their content area classwork. All ESL students are offered lunchtime support 5 days per week in a small-group or individual setting.

b. The ESL Pull-out classes are heterogeneous in terms of grades and proficiency levels. For push-in, students are grouped by grade level. Please see the attached ESL teacher's schedule for a clearer picture of the program model at Goddard High School.

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

a. The Beginning level students receive 540 minutes of ESL support per week through pull-out in small groups and push-in and receive lunchtime support. The Intermediate students receive 360 minutes of ESL support per week through pull-out and/or push-in support, with lunchtime support available. The Advanced students attend ELA class 5 times per week, in addition to one period of pull-out or push-in services per week and have lunchtime support available 5 times per week.

3. Content classes are all taught in English by a highly qualified content-area teacher. The teachers provide differentiated assignments, explicit vocabulary instruction, reading strategy practice, writing prompts, and use technology such as a SMARTboard to provide multisensory lessons with video and audio to enhance motivation and build background. Each student has a laptop available with wireless internet which means they can access various online native language resources such as online dictionaries and translators. Students can write in the native language and have it translated by the ESL teacher (if it is Spanish) and they have classmates who they use as a resource for translation. These are the methods used to make content comprehensible.

A. Programming and Scheduling Information

4. ELLs are appropriately evaluated in their native languages by being given the LAB-R in Spanish. Also, the students are offered bilingual translations of content area Regents examinations. Also, native language support is provided in the reading program, Achieve3000.com for Spanish language speakers.

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

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

b. Students who have been in the USA for less than three years will be serviced according to their assessed proficiency levels on the LAB-R. Instruction will center on the acquisition of language through Achieve3000. All newcomers will use the Achieve3000 reading program as a differentiated reading program, supplemented by listening, speaking, and writing activities based on the readings in the ESL classroom. All newcomers will be given bilingual resources for content classes, if appropriate, such as the bilingual glossaries available on the NYC ELL website. The ESL teacher will teach students how to best utilize these resources. Furthermore, newcomers will receive assistance and reinforcement on literacy and reading comprehension skills in all classes through the push-in model. Students receive native language support in their grade level ELA class. They also are provided with vocabulary previews, instruction in note-taking skills, graphic organizers, and one-on-one guidance through grade level material. Assignments on castlelearning.com are used to encourage the acquisition of BICS (Basic Interpersonal Communication Skills).

c. ELLs receiving services from 4-6 years will receive academic intervention/support in growing as an English Language Learner through content instruction, whether in a general education or Special Education classroom. In addition, these students are targeted for Academic Intervention during lunch and after school. All teachers are trained in ESL methodologies to support ELL growth. Students are instructed in the content area material through units based on Regents-level classes that they have not yet passed the Regents for. Students create summaries of articles and present these and key vocabulary and content in PowerPoint presentations. They also provide an assessment for the students who are listening.

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

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

6. ELL-SWDs receive additional supports in alignment with IEP specifications. Differentiated activities have been set up to target specific weaknesses. Students will work on their individualized reading comprehension skills while in class. Newspapers, novels, Barrons, websites such as Achieve3000.com and castlelearning.com are utilized. ELL students will receive vocabulary, grammar and NYSESLAT review.

7. We work very carefully with the guidance department in order to program the student's schedule to meet all of his/her IEP and ESL mandates in the least restrictive environment. We provide all necessary modifications and accommodations to ensure that the student is successful in the least restrictive environment for that student. The special education department chair and guidance chair meet frequently to assess the students' programs and ensure that they meet their mandated requirements. In addition, student progress is monitored.

Courses Taught in Languages Other than English ⓘ

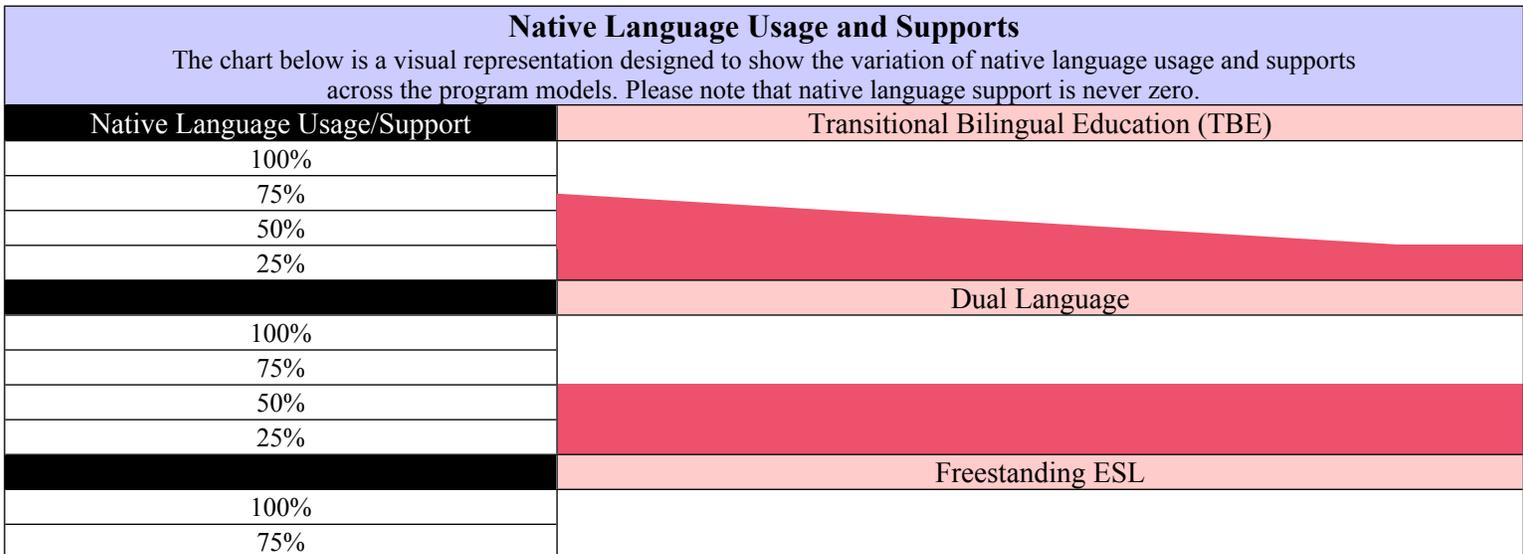
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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. ELLs receive targeted intervention programs in ELA in preparation for the English Regents. Students are provided with various forms of scaffolding to allow them to perform at grade level in preparation for their success during independent work on examinations. Students receive instruction based in writing, reading, listening and speaking in order to pass the Regents and score Proficient on the NYSESLAT. Furthermore, every teacher at Robert Goddard High School utilizes such sheltered content strategies as building background, activating prior knowledge, teaching and emphasizing vocabulary, and cooperative group work, in order for them to pass their respective Regents exams.

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

10. New programs and improvements for the upcoming year include working from curriculum designed to help ELLs pass the NYSESLAT and the English Regents. Getting Ready for the NYSESLAT will be used for a second year and its success will be determined at the end of the school year.

11. No programs will be discontinued this year.

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

13. All ELL students receive mandated NYS curriculum materials in content areas. In the classroom, students use all applicable text books and Regents review material. Achieve3000 is used in the ESL pull-out model and the ELA classes. This provides non-fiction reading based on their lexile level. It provides many activities which are then turnkeyed by the students in a presentation to the rest of the ESL class where they provide a summary and key concepts and vocabulary in the content-area unit. Students have access to online dictionaries, and classroom libraries that include Spanish reading materials. During Regents week, native language translations are provided when available.

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

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

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

16. Before the beginning of the school year, newly enrolled ELLs will visit the enrollment center, where they are given all pertinent information about the school. The ESL teacher may call the home of the child, or pull them out of their first day to give a tour. Furthermore, the student will be given a buddy who speaks the same language (if possible) to make him or her feel as comfortable as possible in the new environment.

17. All 10th grade students currently take Spanish, where they use the online PowerSpeak program. This allows them to study at whichever proficiency level is appropriate. For native speakers, it allows them to keep their fluency and continue to improve their native language literacy.

C. Schools with Dual Language Programs

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

Not applicable.

D. Professional Development and Support for School Staff

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

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

All ELL personnel at Goddard will attend professional development workshops to address both instructional and compliance needs. The ESL teacher will attend at least five workshops throughout the school year including network professional development to keep up to date on research, learn how to complete administrative duties such as the LAP report and BESIS, and any other Office of ELL professional development sessions deemed appropriate.

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

3. All staff will receive 45 minutes of training on how best to support ELLs. The receive training both from short workshops conducted by the ESL teacher during lunch or after school, and also from the online PD website In PD360. These sessions will focus on thinking about the language demands of one's own lessons, strategies to incorporate specific vocabulary instruction, and other best practices of ESL teachers that are easily adapted to a sheltered content environment. Goddard HS will keep track of PD through signed agendas from each workshop attended.

E. Parental Involvement

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

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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	2		0	
Integrated Algebra	13		11	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	13		5	
Physics	0		0	
Global History and Geography	9		2	
US History and Government	5		1	
Foreign Language	0		0	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
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. The Achieve3000 program provides a baseline Lexile reading score for all students using the program. Through this program, we have learned that students are not comprehending at a level consistent with grade-level standards, and as a result both the ELA and ESL teachers are teaching explicit fluency, decoding, and comprehension strategies to all students who need support in these areas.

2. The data patterns of many Advanced and Intermediate ELLs in the 11th and 12th grade, show that mainly long-term ELLs (and those at risk of becoming long-term ELLs) are still in the program by the last years of school. These students struggle with all of their academic classes, not necessarily due to their language proficiency. Some of these 11th and 12th graders have not been making expected progress in their language proficiency, with their scores in previous years having been higher than this year. This is a troubling finding, but it re-emphasizes how important it is to intervene as quickly as possible with these students to ensure that they succeed in graduating high school.

3. Based on our past NYSESLAT scores, in general, the students struggled more with Reading/Writing than with Listening/Speaking. For this reason, the pull-out program will focus mainly on the Achieve3000 reading program, with reading skills across subject areas, and writing for a variety of purposes.

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

a. The pattern in testing of ELLs is quite clear – they are not passing their Regents exams across grades and proficiency levels. Although there is success on the Algebra Regents. All students take the exams in English, as all class instruction has been in English and we do not offer a bilingual program at Goddard High School. Students are of course given the bilingual glossaries during the test, after they have been taught to use them.

b. Our school decided not to opt in to the ELL Periodic Assessments.

c. Not applicable.

5. Not applicable.

6. We evaluate ourselves using data analysis, test results, student portfolios, and ongoing informal assessment of all ELLs. As such, the success of the ESL program at Goddard High School is still in its formative stages. Successes include students who have passed into the proficient category through hard work in last year's pull-out program, but this year begins a stronger and more comprehensive program of

services. Through best practices such as an Inquiry team in each grade to help struggling students including ELLs, pull-out instruction, and a focus on the academic vocabulary and strategies needed to succeed in school, the program continues to better serve the ELLs at our school.

Additional Information

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

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		1/1/01
	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: 27Q308 **School Name:** Robert H. Goddard High School

Cluster: 536 **Network:** CEI-PEA

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.

There is a relatively small ELL population at Goddard HS (4% -26 Students). All ELLs are identified through the use of Home Language Surveys and oral interviews at intake. It is then that the language and translation needs are determined. All mailings are reviewed and translated by teachers. All students review hand-outs during academic advisory and during their classes. There is translation via telephone messages.

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.

It was determined through Home Language Surveys that there are 21 groups of parents who need translation and interpretation. They are as follows: 19 Spanish, 3 Chinese, 7 Bengali. All others prefer to be contacted in English. There are several parent involvement meetings on a monthly basis. There are several student pamphlets, brochures, and manuals to help students and parents meet requirements. These are going to be translated into Spanish, Bengali and Urdu in the future. Findings will be shared with the community at future parent involvement meetings.

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 parent coordinator goes to the Home Language Report to identify households that speak languages other than English. All written correspondence is then sent home in the preferred language. Translation services are provided by school staff, parent coordinator and the DOE website resources. On our parental notices for parent/teacher conferences, we always write that translation services are available upon request. In addition, the student handbook has been sent to the translation department for the future. Phone Messenger messages are translated into Spanish only for Spanish-speaking households, which is the majority of our non-native speakers. If teachers and APs are asked to translate documents through the translations unit we would do that.

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 parent coordinator provides oral interpretation services in Spanish. However, if additional services are needed in other languages, the translation unit is called and referred to for assistance. There is also a science teacher who can provide French Creole translations.

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 invite parents to a Parent Orientation Meetings to inform them of and review the school's policies and rules. Also, monthly parent involvement meetings are held. The parent coordinator interprets for parents who speak Spanish. In addition, meetings for the parents of graduating seniors are held by the guidance department. These meetings are translated orally and in writing in Spanish by the parent coordinator.