



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ROBERT H. GODDARD M.S. 202

DBN (i.e. 01M001): 27Q202

Principal: WILLIAM FITZGERALD

Principal Email: WFITZGE@SCHOOLS.NYC.GOV

Superintendent: MICHELE LLOYD-BEY

Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
William Fitzgerald	*Principal or Designee	
Barbara Meenan	*UFT Chapter Leader or Designee	
Nancy Jimenez	*PA/PTA President or Designated Co-President	
Cathy Cappuccio	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joan Ferrato	Member/	
Mary Lewis	Member/	
Mary Cammarata	Member/	
Renee Sandie	Member/	
Donna Marino	Member/	
Nora Hernandez	Member/	
Raquel Karim	Member/	
Edna Figueroa	Member/	
Jacqueline Negron	Member/	
Rosenny Zelaya Rodriguez	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, students with disabilities in ELA (English Language Arts) will demonstrate progress towards achieving state standards as measured by a 7% decrease in the those students scoring at a Level 1 & 2 and a 7 % increase in those students scoring at a Level 3 & 4 on the New York State ELA (English Language Arts) Assessment.*

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 needs assessment with the cabinet and school leadership, and analyzing all current data, including the New York City Progress Report Card and the New York State Report Card, we have concluded that our students with disabilities in ELA (English Language Arts) have not met their AYP. Therefore, our focus will be to decrease the number of 1s & 2s by 7% and increase the amount of 3s & 4s by 7% as measured by the New York State ELA (English Language Arts) Assessment.*

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. *Professional Development will be given on the following topics: Data driven instruction and curriculum differentiation. Literacy in all content areas-portfolios/content writing/novels & literature journals, Looking at Student work, CCLS-ELA, Bloom's Taxonomy, Writing in the Content Area, Reading & Writing for a Purpose, CCSS in ELA-Rigorous Classroom Instruction, Danielson's Framework for Effective Teaching, CCSS CFN-Curriculum Mapping, Rosetta Stone: Understanding, Navigating and Retrieving Data, Collaborative Inquiry for Data CFN, ARIS for Data Specialists, ongoing Advance Training.*
2. *Academic Intervention Services: AIS will be provided during the week to struggling students who have been identified as at risk and requiring the necessary intervention services (e.g. small group instruction) to navigate text and the ELA exam. Student progress will be monitored as well as setting goals in ELA based on the indicators of interim assessments and follow up activities*

B. Key personnel and other resources used to implement each strategy/activity

1. *Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator, Instructional specialist, SETTS Teachers.*
2. *Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator, Instructional specialist, SETTS Teachers.*

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. *Our target includes, but is not limited to, ELA lowest 1/3, ELLs, SWDs, as well, as whole school. This will be accomplished through measurement of the Performance Tasks, NYC Science and Social Studies Pre-Assessment Baselines, and ELA Periodic Assessments.*
2. *Our target includes, but is not limited to, ELA lowest 1/3, ELLs, SWDs, as well, as whole school. This will be accomplished through measurement of the Performance Tasks, NYC Science and Social Studies Pre-Assessment Baselines, and ELA Periodic Assessments.*

D. Timeline for implementation and completion including start and end dates

1. *Implementation Timeline September 2013 through June 2014*
2. *Implementation Timeline September 2013 through June 2014*

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.
 - *Teacher Incentive Fund (TIF)*
 - *Advance Observations and feedback process*
 - *50 Minute Mondays*

- *Implementing New Curriculum Code X*
 - *Access for ELLs/Achieve 3000*
 - *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks*
 - *Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed*
 - *Periodic Benchmarks Dates: September 2013-April 2014*
 - *The school has established an LTG Grant*
 - *The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning*
- 2.
- *Teacher Incentive Fund (TIF)*
 - *Advance Observations and feedback process*
 - *50 Minute Mondays*
 - *Implementing New Curriculum Code X*
 - *Access for ELLs/Achieve 3000*
 - *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks*
 - *Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed*
 - *Periodic Benchmarks Dates: September 2013-April 2014*
 - *The school has established an LTG Grant*
 - *The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning*

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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

Annual Goal #2

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

- *By June 2014, our students with disabilities in Math will demonstrate progress towards achieving state standards as measured by a 7% decrease in the those subgroups scoring at a Level 1 & 2 and a 7 % increase in those students scoring at a Level 3 & 4 on the New York State Math Assessment.*

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 needs assessment with the cabinet and school leadership, and analyzing all current data, including the New York City Progress Report Card and the New York State Report Card, we have concluded that our students with disabilities in Math have not met their AYP. Therefore, our focus will be to decrease the number of 1s & 2s by 7% and increase the amount of 3s and 4s by 7% as measured by the New York State Math Assessment.*

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

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

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

2. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator, Instructional specialist, SETTS Teachers.

2. Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator, Instructional specialist, SETTS Teachers.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Our target includes, but is not limited to, Math lowest 1/3, ELLs, SWDs, as well, as whole school. This will be accomplished through measurement of the Performance Tasks, NYC Science and Social Studies Pre-Assessment Baselines, and Math Periodic Assessments.

2. Our target includes, but is not limited to, Math lowest 1/3, ELLs, SWDs, as well, as whole school. This will be accomplished through measurement of the Performance Tasks, NYC Science and Social Studies Pre-Assessment Baselines, and Math Periodic Assessments.

4. Timeline for implementation and completion including start and end dates

1. Implementation Timeline September 2013 through June 2014

2. Implementation Timeline September 2013 through June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.
 - *Teacher Incentive Fund (TIF)*
 - *Advance Observations and feedback process*
 - *50 Minute Mondays*
 - *Implementing New Curriculum CMP3*
 - *Access for ELLs/Achieve 3000*

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks
 - Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed
 - Periodic Benchmarks Dates: September 2013-April 2014
 - The school has established an LTG Grant
 - The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning
- 2.
- Teacher Incentive Fund (TIF)
 - Advance Observations and feedback process
 - 50 Minute Mondays
 - Implementing New Curriculum CMP3
 - Access for ELLs/Achieve 3000
 - Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks
 - Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed
 - Periodic Benchmarks Dates: September 2013-April 2014
 - The school has established an LTG Grant
 - The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

- *By June 2014, our ELLs(English Language Learners) in ELA (English Language Arts) will demonstrate progress towards achieving state standards as measured by a 7% decrease in the those subgroups scoring at a Level 1 & 2 and a 7 % increase in those students scoring at a Level 3 & 4 on the New York State ELA (English Language Arts) Assessment.*

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 needs assessment with the cabinet and school leadership, and analyzing all current data, including the New York City Progress Report Card and the New York State Report Card, we have concluded that ELLs(English Language Learners) in ELA (English Language Arts) have not met their AYP. Therefore our focus will be to decrease the number of 1s & 2s by 7% and increase the amount of 3s and 4s by 7% as measured by the New York State ELA (English Language Arts) Assessment.*

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

1. *Professional Development: PD will be given on the following topics: ELL Compliance, Teaching Struggling ELLs, Collaborative Inquiry for Data, Data Analysis for ELL Specialists, Making Middle School Math Meaningful for ELLs, CCSS Math-Implications for ELLs, Reading and Writing for a Purpose, Improving Outcomes for all ELLs*
2. *Academic Intervention Services: AIS will be provided during the week to struggling students who have been identified as at risk and requiring the necessary intervention services (e.g. small group instruction) to navigate text and the ELA exam. Student progress will be monitored as well as setting goals in ELA based on the indicators of interim assessments and follow up activities*
3. *A Saturday ELL Academy will be established to address the needs of the struggling ELLs who have been identified as requiring the necessary intervention services to navigate text and the ELA exam.*

• **Key personnel and other resources used to implement each strategy/activity**

1. *Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator, Instructional specialist, SETTS Teachers.*
2. *Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator, Instructional specialist, SETTS Teachers.*
- 3 *Assistant Principals, Special Education Assistant Principal, All Special Education Teachers, SBST Team, PPT Committee, Guidance Counselors, Deans, Family Assistant, Parent Coordinator, Instructional specialist, SETTS Teachers..*

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. *Our target includes, but is not limited to, ELA lowest 1/3, ELLs, as well, as whole school. This will be accomplished through measurement of the Performance Tasks, NYC Science and Social Studies Pre-Assessment Baselines, and ELA Periodic Assessments*
2. *Our target includes, but is not limited to, ELA lowest 1/3, ELLs, as well, as whole school. This will be accomplished through measurement of the Performance Tasks, NYC Science and Social Studies Pre-Assessment Baselines, and ELA Periodic Assessments*
3. *Our target includes, but is not limited to, ELA lowest 1/3, ELLs, as well, as whole school. This will be accomplished through measurement of the Performance Tasks, NYC Science and Social Studies Pre-Assessment Baselines, and ELA Periodic Assessments*

• **Timeline for implementation and completion including start and end dates**

1. *Implementation Timeline September 2013 through June 2014*
2. *Implementation Timeline September 2013 through June 2014*
3. *Implementation Timeline September 2013 through June 2014*

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1.

- *Teacher Incentive Fund (TIF)*
- *Advance Observations and feedback process*
- *50 Minute Mondays*
- *Implementing New Curriculum Code X*
- *Access for ELLs/Achieve 3000*
- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks*
- *Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed*
- *Periodic Benchmarks Dates: September 2013-April 2014*
- *The school has established an LTG Grant*
- *The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning*

2.

- *Teacher Incentive Fund (TIF)*
- *Advance Observations and feedback process*
- *50 Minute Mondays*
- *Implementing New Curriculum Code X*
- *Access for ELLs/Achieve 3000*
- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks*
- *Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed*
- *Periodic Benchmarks Dates: September 2013-April 2014*
- *The school has established an LTG Grant*
- *The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning*

3.

- *Teacher Incentive Fund (TIF)*
- *Advance Observations and feedback process*
- *50 Minute Mondays*
- *Implementing New Curriculum Code X*
- *Access for ELLs/Achieve 3000*
- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic benchmarks*
- *Staff determined that a 5% increase in student performance would be the interim benchmark used by the teacher teams to measure the effectiveness of the activity/strategy, and whether additional support would be needed*
- *Periodic Benchmarks Dates: September 2013-April 2014*
- *The school has established an LTG Grant*
- *The school has established RESO A money that was used to purchase laptops to improve and increase computer proficiency and thus facilitate learning*

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 Parent Coordinator and other staff members (e.g. Teachers, APs, Principal, etc...) will attend regular PTA meetings to share information and respond to parent questions and inquiries
- The Principal along with the SLT (School Leadership Team) will hold monthly meetings to keep parents apprised of the various issues concerning the school
- The Principal will create a distribute a monthly newsletter highlighting the school activities and events
- The Parent Coordinator will hold periodic workshops to inform parents of school issues
- MS 202 will utilize Datacation (Skedula) to keep parents informed of their child's academics/behavior
- MS 202 will utilize School Messenger to inform parents of upcoming events and/or emergencies

- Parents will be trained on ARIS Parent Link to have greater access to their child’s progress
- Two weeks prior to the start of the month, we will distribute the school calendar, informing parents of upcoming events
- MS 202 will hold Student of the Month Celebrations in conjunction with the PTA meetings and an Honors Assembly at the end of each quarter
- When necessary, MS 202 will have translators available, so parents with limited English fluency can understand the proceedings at the PTA meetings
- MS 202 will help parents gain access to support services by other agencies, such as Health Care, Supplemental Educational Services (SES) and Academic Intervention Services (AIS)
- MS 202 will computer workshops to educate parents
- Translational services are provided to parents for ease of understanding and maintaining another channel of communication
- Extended parent teacher conferences to review ISRs
- Back to School night which provides parents with a curriculum overview

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups
1.
<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity
1.
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
1.
<ul style="list-style-type: none"> • Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<ul style="list-style-type: none"> • The 90 minute Extended Block in ELA classes (Level 1 and 2) in General Education and Special during the school day in all grades based on need, with extended time given on tasks according to the IEP. • Placement of students in self-contained classes for grade 6, 7 and 8 for targeted students in Level 1 and 2 (General Education, including ELL’s scoring below proficiency on NYSESLAT) with reduced Student-Teacher Ratio, enabling small group instruction during the school day based on assessed needs. • A Push In/Pull out AIS teacher will provide small group and individualized instruction during the school day for targeted At Risk students based on assessed needs incorporating ELA strategies with frequency based on need. • At Risk SETSS provides small group instruction for targeted, non-mandated students during the school day based on assessed needs. • At Risk Speech and Language Therapy provides small group instruction during the school day for targeted, non-mandated students based on assessed needs. • Teacher supervised Peer Tutoring provided for targeted students at risk of failing required courses (Including ELLs), before or after school or during lunch periods, with ongoing progress monitored. 	<p>Education will incorporate small group instruction, targeted students at risk, targeted Level 1 and 2 students (General Education, Special Education, including ELL’s scoring below proficiency on NYSESLAT</p>	<p>During the school day, after, School and/or before School, Saturday Academy</p>

	<p>An After School or Before School Academy for targeted Level 1 and 2 students (General Education, Special Education, including ELL's scoring below proficiency on NYSESLAT) provides skills driven instruction based on assessed needs once or twice weekly according to the following schedule</p>		
<p>Mathematics</p>	<ul style="list-style-type: none"> • The 90 minute Extended Block in Mathematics classes (Level 1 and 2) in General Education and Special Education will incorporate small group instruction during the school day in all grades based on need, with extended time given on tasks. • Placement of students in reduced class size in Grade 7, for targeted students in Level 1 and 2 (General Education, including ELL's scoring below proficiency on NYSESLAT) with reduced Student-Teacher Ratio, enabling small group instruction during the school day based on assessed needs. • Extended Day Tutoring will provide small group instruction for targeted Level 1 and 2 students in all grades. It will incorporate Mathematics strategies, Monday-Thursday. • A Push In/Pull out AIS teacher will provide small group and individualized instruction during the school day for targeted At Risk students based on assessed needs incorporating Mathematics strategies with frequency based on need. • At Risk SETSS provides small group instruction during the school day for targeted, non-mandated students based on assessed needs. • Circular 6R Tutoring in all subject areas for targeted Level 1 students (General Education or Special Education, ELLs scoring below proficiency on NYSESLAT) in all grades provides small group and individualized instruction during the school day with frequency based on assessed needs. • Teacher supervised Peer Tutoring provided for 	<p>Small group instruction, individualized instruction targeted students at risk, targeted Level 1 and 2 students</p>	<p>During the school day, after, School and/or before School, Saturday Academy</p>

	<p>targeted students at risk of failing required courses (including ELLs), before or after school or during lunch periods, with ongoing progress monitored.</p> <ul style="list-style-type: none"> • An After School or Before School Academy for targeted Level 1 and 2 students (General Education, Special Education, including ELLs scoring below proficiency on NYSESLAT) provides skills driven instruction based on assessed needs once or twice weekly according to the following schedule: <ul style="list-style-type: none"> ○ Grades 6-8 January-March (ELA) ○ Grades 6-8 January- April (Mathematics) • Summer School in all grades for targeted Level 1 students (General Education and Special Education, ELLs scoring below proficiency on NYSESLAT) provides small group and individualized instruction with frequency based on assessed needs. 		
Science	<p>Science instruction at MS 202Q follows the Prototype model customized for middle school science classrooms that utilizes the workshop model coupled with components of the scientific method of discovery. The curriculum follows the NYS Board of Regents guidelines. We focus on inquiry-based and project-based instruction/investigations and hands-on activities. The Scientific method is one approach employed for laboratory and controlled investigations. Teachers promote reading, discussing, and using expository text strategies to understand content. Journal writing and 4-Square writing techniques coupled with small group and differentiated instruction support our students' success. Other areas of writing include written and oral reports, and presentations. Teachers also focus on effective questioning techniques to facilitate productive accountable discussion, investigations and support student growth on the NYS Grade 8 Science exam.</p>	Small group, individual instruction	Before and after school enrichment
Social Studies	<p>MS 202Q provides Social Studies instruction aligned with the New York City Standards Social Studies and the New York State Core Curriculum. The Social Studies</p>	Small group, individual instruction	Before and after school enrichment

	<p>curriculum focuses on document-based and project-based instruction with reading, discussing, and using expository text strategies. Writing includes journal writing, 4-Square writing techniques, written and oral reports, and presentations. MS 202 teachers work with students in small group and differentiated instruction using effective questioning techniques to facilitate productive accountable discussions and investigations. Teachers employ multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, 8th grade exit projects, Applied Learning Standards projects and previous NYS Social Studies exams will be utilized to guide instruction.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>School Guidance Counselors work with students in grades 6, 7 and 8 who are referred by their classroom teachers, school facilitators and/or parent/guardians. They work with students in a small group setting (maximum 5 students at a time) or on an individual basis to address any concerns or behavioral issues which may be affecting the students' academic success. Students may meet on a weekly basis during a lunch period or on an as needed basis, during the school day.</p> <p>School Social Worker worked with students in the 8th grade to address any problems at home or in the students' life that the students may be dealing with that is affecting their academic success in school. Students meet during the school day with the social worker on an individual basis.</p>	<p>Individual, small group</p>	<p>During school</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> Administrative staff regularly attends Recruitment Fairs to identify highly qualified teachers MS 202 has an ongoing partnership with nearby Colleges (e.g. Queens College) to allow student teachers to intern and determine if qualified for a future opening/position Coaches are assigned to mentor new teachers and to support struggling teachers

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Ongoing internal and external professional development, (Monday Inquiry, Teacher Incentive Fund (Peer Instructional Coachers, Demonstrating Teachers, Lead Teachers, Teaching Matters, Intervisitations , Advance Training

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Principal reviews the budget weekly and meets with school leadership and reviews programs for potential implementation. We use STH (Students in Temporary Housing) funds to purchase supplies for students from approved vendors.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet weekly during common planning periods and Monday Professional Development. Lead teachers are in constant communication with Professional Development cluster to discuss issues and concerns related to ongoing assessments. In June, the department chairperson meets with teachers to discuss assessment options before determining selection for periodic assessment.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
--

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

Statement of Parent Involvement Policy

Robert H. Goddard Middle School 202

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

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

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

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

Professional Development:

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

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

I, _____ parent/guardian of _____,

Grade _____ Class _____ have received and reviewed copies of the enclosed Title 1 Parent Involvement Policy and School Parent Compact for MS202. I have also discussed the School-Parent Compact with my child.

Date _____

Signature _____

Robert H. Goddard MS 202 Queens

Parent Compact-Title 1

MS202 agrees to implement the following statutory requirements:

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

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

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

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

- By late fall, the School Leadership Team will review the current school and district Comprehensive Educational Plans and begin to identify preliminary priorities for the following year. They will consult the school's stakeholders about those preliminary priorities and assess additional needs
- By early spring, the School Leadership Team will have completed a thorough assessment using a review of the NYC school survey and all available data, to evaluate the effectiveness of current strategies in meeting the needs of students to inform the development of the next year's Comprehensive Educational Plan and budget
- The Parent Association and Parent Coordinator will hold workshops to explain curriculum and standards, and to stress the importance of getting actively involved in their child's education
- Emphasis will be placed on the fact that parents as partners in education will influence student achievement in school and throughout life
- The school community will work collaboratively and cohesively to support learning and to determine the school's educational direction-our vision, goals, priorities, and strategies to achieve that vision
- All parents will be strongly encouraged to attend Parent Teacher Conferences in order to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all stakeholders to achieve this goal

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

The Parent Coordinator will do the following:

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

School Responsibilities:

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

MS 202 Queens will:

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

- Provide information to the parents of participating students in an understandable and uniform format, including alternative formats upon the requests of parents with disabilities, and, to the extent possible, in a language that parents can understand
- Provide to parents of participating children information in a timely manner regarding Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure a child's progress, and the proficiency levels students are expected to meet
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as reasonably possible
- Provide to each parent an individual student report about the performance of their child on the State assessments in Math and English Language Arts
- Provide each parent timely notice when their child has been assigned or has been taught four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title 1

Parent Responsibilities:

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

- Monitoring attendance
- Supporting teacher efforts by promoting good study habits
- Devoting time each night to read to child
- Monitoring homework assignment to determine they are completed consistently and regularly
- Monitoring the amount of television and internet exposure the children have
- Monitoring the websites the children are frequenting
- Monitoring if their children are adhering to the School's uniform policy
- Taking interest in child by attending child's extracurricular activities (eg: play, talent show, etc...)
- Promoting positive use of child's extracurricular time
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or school district and responding accordingly and swiftly
- Supporting teachers and school Administration in their efforts to properly guide their children in the best manner possible by reinforcing consequences for negative behavior and rewarding positive behavior
- Serving, to the best extent possible, on policy advisory groups, such as being the Title1 Part A representative on the School's Improvement Team, the Title 1 Policy Advisory Committee, the district wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or any other school advisory or policy group

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

We will accomplish this by doing the following:

- Doing homework every night and asking for help as needed
- Completing all project or assignments in a timely fashion
- Studying for tests and quizzes for a reasonable time
- Paying attention to teachers as they are facilitating the class

- Participating in class discussions and engaging in accountable talk
 - Reading a minimum of 30 minutes every day outside of school
 - Giving my parents/guardians all notices and information received in a timely manner and responding accordingly
 - Responding to teachers requests Adhering to all policies and rules set forward by the school (Including the Uniform Dress Code)
-

2.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 27	Borough Queens	School Number 202
School Name Robert H. Goddard Middle School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal William Fitzgerald	Assistant Principal Stacy Mizrhai
Coach Sue Perrone	Coach
ESL Teacher James Stephen	Guidance Counselor Brendan Lawler
Teacher/Subject Area Mary Lewis/ELA	Parent Nancy Jimenez
Teacher/Subject Area Emily Rychick/Math	Parent Coordinator Judy Rea
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1036	Total number of ELLs	94	ELLs as share of total student population (%)	9.07%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	21
SIFE	16	ELLs receiving service 4-6 years	39	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	50	12	1	39	4	15	3		3	92
Total	50	12	1	39	4	15	3	0	3	92

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							25	17	20					62
Chinese							0	0	1					1
Russian							0	0	0					0
Bengali							3	6	5					14
Urdu							1	0	0					1
Arabic							1	0	2					3
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	0	0					0
TOTAL	0	0	0	0	0	0	30	23	28	0	0	0	0	81

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							6	11	7					24

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	6	11					21
Advanced (A)							24	10	15					49
Total	0	0	0	0	0	0	34	27	33	0	0	0	0	94

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	wfl				0
4					0
5					0
6	24	7	0	0	31
7	13	5	0	0	18
8	19	5	0	0	24
NYSAA Bilingual (SWD)	1				1

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	27		3		1		0		31
7	18		6		0		0		24
8	22		5		0		0		27

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	1								1

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 (SWD)									0

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

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

Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
 .Do you need to see the revisions?The assessment tool the school uses is called MyOn Reader. This is a digital literacy program that informs us of each student's lexile level, book choices and interests, how many books they read, and their independent and instructional reading level. The insights provided informs us of the students reading ability, how to expand their knowledge by viewing their book choices, progress they make as they continue to read, how many books they've opened and completed. We also provide Achieve 3000 to our more advanced ELLs for non-fiction access. Achieve is also lexile level based and current event oriented. Comprehension questions are asked of them, then the student answers a "thought question, where the teacher responds" to the students reply. The passages on Achieve are assigned daily to each student, based on their lexile level. The stories are high interest and can expand to increase rigor. These lexile levels helps inform our instructional plan by giving teachers a baseline to modify the lessons to meet the needs of each ESL student. We have found that most of the ELLs read below grade level. Teachers are provided with a variety of strategies to address the students needs, such as multiple means of representation, multiple means of action and expression and multiple means of engagement.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 Most of our students make movement of at least one level on the NYSESLAT, which helps us understand how instruction has impacted the modalities of reading/writing and listening/speaking. Our special education students have a difficult time testing out of NYSESLAT and are our long term ELL population. We do become concerned when students move back a level or remain at the same level for more than 2 years. This data provides us with another lens as to what the student may need to move forward. There are students who move more than one level, but also this data helps us determine those who may have other obstacles in learning, other than language. We learn if the student is a beginner, intermediate, advanced or reaches proficiency. The Lab R is administered within 10 days of the student registration. This placement determines which level /class the student will be placed in and is then sent for scoring to the BAID. A small percentage of new admits pass the LAB R, while most are placed in a class with ESL support, they are mostly beginners.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The patterns reveal the areas students struggle with. It is usually reading & writing. Through these patterns we provide resources such as translated glossaries, the Codex curriculum, although complex, offers thematic units incorporating the four modalities, there is additional instructional support in the classrooms with resources such as Live Scribe pens, use of headphones, iPads, appropriate apps for visual and auditory learning, hard copy books, with visual and vocabulary supports, teacher annotations for reading, Saturday Academy, Word Generation to build stamina in writing, support groups through our guidance counselors and main streaming with general education students. All staff members who service the ESL students are involved in learning how to read the data from ARIS, the RLAT, lexile levels and previous test scores (when applicable) to help them learn more about their student body and how the NYSESLAT measures their english language modalities. For example, a social studies teacher, with intermediate ESL students in the class, in grade 7 or 8, will be informed as to the students exam history, language spoken at home, translated glossaries and other resources that they can use in their planning to service the ELL students within their curriculum.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns found in the freestanding program are as follows:

 - They usually make progress on both the NYSESLAT and NYS Math exams
 - Their lexile reading levels, after using Achieve 3000 and MyOn Reader show growth depending on usage and participation
 - Most students prefer to take the test in English, however both tests are provided along with translated glossaries, which are also

used in the classrooms

- Newcomers usually are able to participate with the tasks given to the intermediate and advanced students, sometimes with peer assistance, during the course of the year

The patterns of the push-in program are as follows:

- As the ELL students progress, they have the opportunity to be grouped with general education students and stay on task with the class work

- They are also able to continue working independently using the digital literacy programs to increase their lexile level

- This year we found an opportunity to provide the push-in model with ESL support in content area classes as well as ELA compliance servicing

The ELL periodic assessment results are viewed and aligned with the Achieve 3000 program utilized in the school. The results identify specific passages that can help increase their academic progress. We use this assessment as a baseline for the NYSESLAT and it insures that the students will be provided an answer document and an identified ELL for the NYSESLAT. There has been very little support concerning how the ELL periodic assessment data is read and used. However, we give it, we look at it, we try to align with Achieve 3000 and it helps our students become familiar with the academic expectations in English. It is mostly a predictor.

The school does not learn much from the ELL periodic assessment. The Pearson site has not been maintained and contains outdated information. We are able to determine which Achieve passage aligns with the area the student needs academic assistance in, but it is difficult to navigate.

Text in native language is used to support content, through glossaries and translation app. We do have some spanish library, however, we are finding the Begali population increasing and very little academic support for this language. (ie: no pre-assessments in Bengali, NYS tests, good translations, etc.)

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Each teacher is provided with student data. Teachers are informed and given hard copy data, during their Initial Planning Conference. Using ARIS, RLAT and NYSESLAT data, teachers know which students they service are ESL, their NYSESLAT Level, if they fall in the lowest third, the languages they speak, are provided with translated glossaries for classroom instruction as well as for tests, through lesson plan templates utilizing the UDL, which guides instructional modifications, teacher collaborations and teacher team meetings. Peer grouping is also helpful. Inquiry also plays an important role while looking at student work and calibrating for norms. Using these instructional resources, in addition to auditory and visual resources, teachers plan and collaborate with teacher teams and ESL providers for best practices in instruction for ESL students. We also look at their home language and communicate with the parents according to how they can understand the way the school reaches out, for example, our Saturday ESL academy, provides students with academics as well as art and sports.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We use several tools for reviewing and analyzing assessment data:

- MyOn Reader- baseline assessment
- Achieve 3000- additional reading support in non-fiction
- Close reads in CodeX
- Annotations and graphic organizers
- Saturday ESL Academy
- Ell interim assessments
- NYSESLAT scores for each modality
- UDL and collaboration during teacher team meetings and Inquiry
- Norming pre-assessments
- Student conferencing
- Live scribe pens- headphones
- iPad apps- scribble press, starfall,

- newcomer access program- read & write wrap-up and assess

We monitor the usage of these programs and the growth from their baseline lexile levels, to the responses on the thought question on the Achieve. We watch growth through lexile level progress. Teachers and staff include the ELLs in all programs and activities, for example, talent show, Spanish heritage, cultural diversity workshops, dances and we look at the number of participants, attendance, etc. We also have student of the month and honor the students at our monthly PTA meetings.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The identification process:

A team of trained pedagogues are responsible for implementing the ELL process throughout the year. This consists of the pupil secretary, ESL teacher, testing coordinator, guidance counselor and parent coordinator. The informal interview is performed during the admittance process. We explain how the ESL program works in this building, offering a self-contained grade 6 class for all levels, a grade 7 & grade 8 program places ELL students in a general education class by NYSESLAT level so that they are serviced appropriately.

The parent or guardian of all new admits, wherever they come from, fills out a HLIS form.

Depending on their response, the student may receive the LAB R assessment within ten days of being admitted.

The parents are notified, by the pupil secretary, if their child is entitled to ESL services.

A Parent orientation meeting is arranged by the Parent Coordinator.

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.

A parent orientation is held, by invitation from the PC, within the first month of school. When new students arrive after this date we also invite them to come and talk with the parent coordinator. The Parent Coordinator, Judy Rea; the PTA President, Nancy Jimenez; the assistant principal in charge of ESL, Stacy Mizrahi and any ESL teachers who are free during that time period, Louise Michlin or James Stephen; attend a breakfast where the DVD of the various ELL programs is shown, allowing parent choice. Parents are encouraged to ask questions to any of the people present. We explain that the program in our school building is a free-standing one, grade 6 self contained with ELL students only, but grade 7 & 8 are combined with general education students. The ELLs are placed according to their level to ensure compliance issues are met. We often have interpreters available and we show the video from the DOE. The programs are explained and what we offer is explained. If a parent does not want the program offered here, we refer them to schools that may have what they want.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At registration, parents are asked to choose a program and parent choice is recorded in the ELPC screen in ATS. This information includes the date of the LABR administration and whether the parent was provided with information about ESL programs. The ATS RLAT, informs us of the students that are entitled and their current NYSESLAT level. Information regarding Best Practices for their ELL child is provided. The information is stored in the ELPC on ATS and the letters are distributed and collected by the Mr. Stephen, Ms. Michlin and Tina Black, our ESL licensed providers. These letters are stored in an ESL binder, in the assistant principals office.

Entitlement letters are distributed by the PC and the Pupil Personnel secretary, or from their ESL teacher. The teacher gives each student 2 letters, asking the student to sign one and bring home the other. The signing of the letter confirms that the student was

provided with one.

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.

We use the RLAT to identify students who are entitled ELL's and what level their NYSESLAT score places them in. Entitlement letters are distributed by Mr. Stephen, Ms. Black and Ms. Michlin and students are placed in appropriate level classes in order to be service the correct amount of hours. The parent is informed of the placement through registration, Parent teacher conferences, NYSELAT scores, back to school night information session, interpretation is available either with a staff member, many of whom speak Spanish and or an interpretation service. Parent choice is noted on the ELPC screen within 20 days and this is recorded by the pupil personnel secretary, Pat Greenberg. New admits that come during the course of the year are given a LABR if they have not been in the system and ELL interim assessments are given, making sure all ESL students are tested and exposed to the rigors of the ELL program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We use the ATS reports to monitor all the eligible testing students. If students are absent, our testing coordinator, Sue Perrone, provides a make-up test. We make phone calls, send informative letters home and have daily announcements regarding the NYSESLAT testing dates. We make a schedule that consists of each modality of the NYSESLAT to be administered to each and every ESL students on our roster. We follow the timeline given to us by the state. Letters are sent home informing parents of this exam. Students are tested with the appropriate time, in an appropriate setting for each modality.

6. 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.) 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. [i](#)

We have found that the trend in program choices are to have students assimilate as much as possible with other students. Our program has been structured in this manner. Parents have accepted our program which weans the grade 6 self-contained ESL class, to be ready, by level, into the 7th and 8th grade classes, allowing students more exposure to mainstream learning. 98% of the parents agree with our program and accept this model as their choice. We find this to be the best program because of the amount of diversity in our building. This programming has been successful for our ESL students because it allows them to learn from each other and not become dependent on their native language.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The organizational models used is as follows; grade 6 is a free-standing ESL class, with an ELA teacher, along with an ESL teacher pushing in 8 periods per week. The grade 7 and grade 8 program is mainstreamed into general education classes, grouped by NYSESLAT level, homogenously. Beginners are grouped together in one gen. ed. class, intermediate students are grouped in another gen ed. class and the same for the advanced students. An ESL teacher services these students, either 4 or 8 periods per week. The students with disabilities, who are also considered ELL's are grouped for pull-out services with a licensed ESL teacher according to the level of their NYSESLAT score. This year we were able to provide minimal servicing in content area subjects to support the ELL students outside their ELA classroom. This is our only model.

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)?

Each class program is structured to contain the mandated number of instructional minutes according to proficiency levels, as per CR Part 154. The beginner and intermediate students receive 8 periods each week of ESL support from a licensed ESL teacher, either Mr. Stephen, Ms. Michlin or Ms. Black. The advanced students receive 4 periods each week for their ESL servicing, also with one of the teachers mentioned prior. The special education ESL students are also serviced, but they are pulled out, and grouped according to their NYSESLAT level and serviced either 4 periods each week or 8 periods each week.

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 foster language development and meet the demands of the Common Core Learning Standards.

Instruction is delivered in a freestanding ESL program in grade 6 only. They travel together, but are group in flexible grouping, offering Newcomers a program called Access, starting with a pre-test. This allows instruction to focus on phonics, thematic development, vocabulary building, listening skills, grammar and development of fluency. Writing is also part of the program. The rest of the class use the CCLS with the CodeX curriculum modified to meet their learning needs. This can mean reading in small chunks, identifying prefixes and suffixes, using graphic organizers to collect information, and use of technology is prevalent. This curriculum does not provide too much ELL support, so the ESL teacher collaborates with the ELA teacher to modify the instructional plans, using UDL guidelines and provides students with points of entry, graphic organizers, visuals, additional academic vocabulary, so they can get the "gist" of the theme and essential question. Close reads are chunked and livescribe pens are used for auditory representation.

Grade 7 & 8 are push-in models based on NYSESLAT level. These students are mainstreamed into general education classes, grouped by NYSESLAT level homogeneously. Beginners are grouped in one class, intermediates in another class and advance in yet another. An ESL teacher services these students either 4 or 8 periods per week and in some cases additional support is provided in content classes. SWD, who are also considered ELLs, are grouped for pull-out services with a licensed ESL teacher based on their NYSESLAT levels. The CCLS are used within the Codex curriculum in ELA, the CMP3 math curriculum does contain Spanish alongside the English, many math teachers have attended the oell math CCLS workshops, in other content areas we provide translation glossaries, textbook modification, and an ESL teacher provides support whenever we can in social studies and science.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Grade 7 & 8 are push-in models based on NYSESLAT level. These students are mainstreamed into general education classes, grouped by NYSESLAT level homogeneously. Beginners are grouped in one class, intermediates in another class and advance in yet another. An ESL teacher services these students either 4 or 8 periods per week and in some cases additional support is provided in content classes. SWD, who are also considered ELLs, are grouped for pull-out services with a licensed ESL teacher based on their NYSESLAT levels.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Grade 6 students are self-contained, grade 7 & 8 are distributed into general ed classes based on their level. ESL instruction is in

accordance with the CR 154, with beginner and intermediate students receiving 360 minutes per week of ESL instruction, while advanced ELLs receive 180 minutes per week along with their 180 minutes of ELA instruction. Former ELL students and SIFE students are also placed according to their grade and NYSESLAT level. Classes are programmed as double blocks for maximum exposure to the language. Emphasis is placed on strong teacher modeling for literacy strategies addressing the literacy shifts in the instructional expectations of the DOE. The curriculum embeds daily writing in order to build the stamina of our ELL students. They are taught to gather evidence, organize ideas, construct a thesis statement, understand convention, peer revision and celebration of their published product. We assess based on their NYSESLAT scores over time. We look at the scores for each modality across a 3 year period. We also provide the ELL students with a baseline lexile level test, and an interim assessment. The MyOn Reader constantly assesses their reading progress as does the Achieve 3000 program. Newcomers use the Access program and have a pre-test, unit tests and lesson assessments. The ELL interim assessment tests all four modalities and is administered twice during the school year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is developed in several ways:

Teachers push-in for a co-teaching model to differentiate instruction more cautiously and students are also pulled-out to enhance meaning, for those who need a more restrictive learning environment. Programs such as those in our iLearn platform: Achieve 3000, Discovery, NBC and outside the iLearn platform such as MyOn Reader, Brainpop, Flocabulary, Worldbook, are available through technology, while Word Generation, Codex, CMP3, are modified to meet the needs of the English Language Learner, using Universal Design for Learning. Newcomers use the Access program and have a pre-test, unit tests and lesson assessments. .

These programs naturally differentiate because text is based on their lexile scores, many visuals, chunking and using specific strategies, such as graphic organizers to help students navigate through text. The Depth of Knowledge Matrix provides multiple points of entry for teachers to use when planning instruction and for students to understand how they build on meaning and increase rigor.

Transitional students are closely monitored and instruction is differentiated. Conferencing with students is an important part of instruction as teachers get a sense of the speaking and listening abilities of their students while developing a relationship.

SIFE students are integrated into the appropriate level class and special needs students are grouped for pull out instruction by an ESL teacher.

All ESL students are provided with extended time and special location on all tests. Extended time to learn is also observed in the classroom instruction

All students are invited to participate in the Saturday ESL Academy that usually runs for 12 sessions during the course of the year. This helps prepare them for the ELA exam, teaching strategies for testing as well as breakfast and lunch and a physical component. The academy is by grade and taught by ESL teachers, when available or an ELA teacher..

7. 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?

We use the same approaches and technologies with the ELL-SWD's as we do with all our students. The instruction may provide them with less text to negotiate at one time, more boxes on graphic organizers to help ideas be sorted, etc. They are pulled-out rather than a pushed-in to accommodate the hours needed, as they are grouped according to NYSESLAT level. Materials are grade and age appropriate because they come from sources that data track their lexile levels; for example Achieve 3000, MyOn Reader, digital resources from CodeX, a common core curriculum, MP3, also a common core curriculum. Language acquisition is accelerated and monitored through listening and speaking as well as the periodic assessing of their Access units, CodeX units, collaborations and presentations, the use of headphones and discussion in class.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We look at the schedules of these students and find the best programming choices and least restrictive combinations to service their needs. We mainstream any SWD that demonstrates proficiency. Structures are in place for parallel programming for the mainstreaming to be seamless. This ensures that programming allows ELLs and SWDs to maximize time spent with the general population.

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

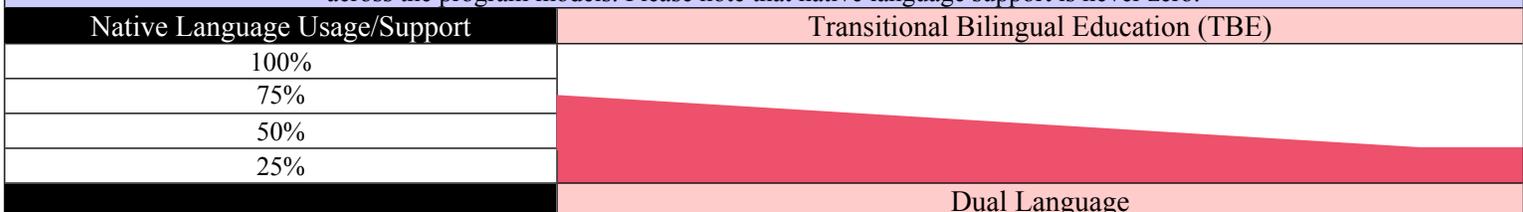
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
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

9. 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.

Ells are afforded equal access to all programs, 50 minutes of remedial instruction is offered twice a week in ELA and math, we have provided additional push-ins for intervention in classes that have lowest third populations, Saturday ESL academy will begin in December and run for 12 weeks, all our programs are taught in English. Translation services are available through content glossaries, dictionaries, translator apps, other students, worldbookonline offers research tools in other languages. However, the ELL students work on the MyOn Reader for all levels, while the more advanced ELL student can use the Achieve 3000 site and these digital reading programs are offered to our ESL population. The Access program is available in science, math and social studies, if necessary these books are used, however, we have an ESL licensed teacher push-in to content subjects for support. So much of the literacy curriculum contains social studies and science articles and content, students use their literacy strategies to comprehend text in these subjects.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program proves to be effective as evidenced by the NYSELAT scores increasing each year, the amount of students who attend the Saturday Academy, the number of students using the digital reading websites and the mainstreaming of our 7th and 8th grade ESL students within general education classes. The data used are the NYSELAT scores, ELL interim assessments, unit tests, pre and post exams, digital data tracking and Saturday academy program, which has not begun yet.

11. What new programs or improvements will be considered for the upcoming school year?

ESL teachers pushing into content area subjects in addition to the ELA model is a new addition to our school. This is found to be helpful to the content teacher as well as the students. This increases the opportunity to embed literacy skills into all subject areas, assisting with reading and writing, citing textual evidence, increasing their rigor and depth of knowledge and aligning with the Common Core Standards. Our math teachers attend the series of professional development through the oell and as PD is offered we respond.

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

Our current program proves to be effective as evidenced by the NYSELAT scores increasing each year, the amount of students who attend the Saturday Academy, the number of students using the digital reading websites and the mainstreaming of our 7th and 8th grade ESL students within general education classes.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Ells are afforded equal access to all programs, 50 minutes of remedial instruction is offered twice a week in ELA and math, we have provided additional push-ins for intervention in classes that have lowest third populations, Saturday ESL academy will begin in December and run for 12 weeks, all our programs are taught in English. Translation services are available through content glossaries, dictionaries, translator apps, other students, worldbookonline offers research tools in other languages. However, the ELL students work on the MyOn Reader for all levels, while the more advanced ELL student can use the Achieve 3000 site and these digital reading programs are offered to our ESL population. After school sports (Champs), music, drama, talent show, Spanish heritage month and any school activity or initiative invites all students, Ells included, through translation letters doubled on the back of the English. We surveyed each student to know who needs translated copies to go home. Ells are always invited to all PTA meetings and have their child celebrated as student of the month along with all other students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have:

- ipads
- computers
- Smart Boards and their tools
- Livescribe pens
- Libraries
- Multiple entry points/DOK
- Flocabulary
- Brain Pop
- Worldbookonline

- Starfall
- NBC/ilearn platform
- Achievbe 3000
- MyOn Reader
- Access for Newcomers
- Translated glossaries
- Dictionaries
- Guidance groups for socialization

These materials are used in the content area as well as ELA classes.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in content areas through translated texts, textbooks, websites for interpretation and translation and dictionaries, both picture and word for word.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Based on their lexile levels, unless a newcomer, the services are delivered through modified instructional planning. For example; if a student needs additional vocabulary support or reading using smaller smaller chunks in a text, it will be addressed.

Collaboration with teachers takes place weekly, where instructional planning, norming and discussion of entry points occurs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We do not offer any programs during the summer, other than summer school. New admits go through the appropriate screening process and are often introduced to other students who may share similar backgrounds and languages. The Saturday Academy is open to all level ELLs as is the 50 minute interventions twice a week.

18. What language electives are offered to ELLs?

We have a Spanish foreign language program and the Spanish proficiency exam is offered.

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan is ongoing throughout the school year. The oell offers workshops that we utilized, for example, our math teachers are attending the Math Institute for secondary teachers, which is a series, the CFN offers professional development opportunities monthly, which we also utilize and we support our staff with the appropriate materials needed, such as UDL workshops, collaborative planning time, curriculum support and enhancements using graphic organizers and visuals, along with auditory support through Livescribe pens, garage band, audio books and study groups with the MS 202 community that addresses the needs of our Ell students as they arise.

2. All personnel are informed through either Inquiry sessions, collaboration with teachers and teacher groups, per session study groups are provided as needs arise for all secretaries, paras, special education teachers, psychologists, guidance counselors, OTPT, speech and parent coordinators. The parent coordinator attends the Translation PD offered. The curriculums and performance tasks are all aligned to the Common Core standards and shifts toward literacy.

3. Staff is supported through glossaries specific to their content, essential questions, thematic learning ESL teacher collaboration during teacher team meetings and Inquiry. This is where we trouble shoot and identify study groups to be organized and offered for additional professional development.

4. The above description addresses the 7.5 hour training for all staff to gain an understanding of how to unwrap the Common Core Learning standards with their English Language Learners. The CodeX curriculum and the CMP3 math curriculum are discussed during department meetings, grade meetings, specific PD during election day and Brooklyn Queens day, on how to turn key curriculum appropriately. These sessions include specific interventions to utilize with the ESL population. The records are maintained in a binder for professional development. The Danielson Framework addresses these needs as well, as it calls for monitoring and revising instruction to address all students. These PDs are aligned with any instructional and/or curriculum based meetings that occur in the school. Ells and SWDs are embedded in all turn key activities.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. All parents are invited to all school activities, including the parents of ELLs. Specifically we have an Hispanic Heritage assembly, student of the month PTA meetings, celebrating diversity assembly, parent-teacher conferences (where we provide interpretation), the Skedula program where parents can view their child's progress and communicate with their teachers, letters are sent home in native language- from both administration and teachers, attendance is carefully monitored, school messenger uses Spanish as well as English. Open communication is how we evaluate the needs of the parents.

After registration, if the parent is willing and/or has the time, he/she is invited to either the Guidance Counselor's or Parent Coordinator's office for a short welcome session. At that time, the parent may view the "Parent Orientation Video" and is given a number of documents that have been given out since the beginning of the school year, all in their preferred language. If the family speaks a language other than the five most common in our school, then all documents will be translated into that language and sent home with the child within one day.

New ELL parents are invited to a breakfast within the first month of school opening, and a second sometime within the second month of school. They are also invited to our PTA meetings, where the parent brochures are distributed. We also ask that they complete a parent survey.

All documents that are sent home, excluding the monthly calendar, are translated into all languages, as students whose preferred language is other than English, are identified and provided with appropriate communications. This is true for all notices, including parent meetings, open houses, workshops, special events, letters from the principal and parent teacher conferences.

Health workshops are also provided on issues such as diabetes, breast cancer, and heart disease.

2. We do not partner with outside agencies. We did hire translation for our state tests through The Big Word. We translate through a translator app, which is effective.
3. The needs of our parents are evaluated through invitations to attend PTA meetings, parent orientation, back to school night, Parent Teacher conferences and now the Extended parent teacher conference initiative. Translation service is available through apps, dictionaries, other professionals and the translation services phone.
4. The needs of the parents are addressed in the same manner as stated above for all school functions and activities.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Robert H. Goddard

School DBN: 27q202

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Fitzgerald	Principal		11/25/13
Stacy Mizrahi	Assistant Principal		11/25/13
Judy Rea	Parent Coordinator		11/25/13
James Stephen	ESL Teacher		11/25/13
Nancy Jimenez	Parent		11/25/13
Antoinella Theodosiou	Teacher/Subject Area		11/25/13
Robert Lee	Teacher/Subject Area		11/25/13
Sue Perrone	Coach		11/25/13
Vinna Deninno	Coach		11/25/13
Ali Lafroschia	Guidance Counselor		11/25/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27q202 School Name: Robert H. Goddard Middle School

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

Parents are administered the Home Language Identification Survey, which includes the informal oral interview. A team of trained pedagogues are responsible for implementing the ELL intake process, including a secretary, guidance counselor, ESL teacher and administrator. The Lab-R and Spanish lab-R are administered within the first ten days of admittance by a licensed ESL teacher and Spanish speaking pedagogue. These documents are submitted to the Borough Assessment Implementation Director various times during the course of the school year. Wherever and whenever possible we provide person to person interpretation. We have many Spanish speaking staff, which is the majority of our ESL population. We provide parents with letters interpreted in their home language on school matters and we reach out to translation services when appropriate. There are applications on the iPad and computer that assist in communicating when needed and dictionaries are available for parents in our Parent Coordinator office.

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.

We have more and more students speaking Bengali, a language that is not translated into state tests. As a result we hired a Bengali translator for our NYS math exams last spring and reach out to community. The Parent Coordinator invites parents to a parent orientation where they can view a video regarding ESL services, explaining the three options available and then choosing the program they want. If they choose a program that is not offered here, then parents are provided with names of schools that offer the program they want for their child. An entitlement letter is mailed home when the Lab-R results are provided. Our home language survey (RHLLA) tells us we have the following: Albanian (1), Arabic (13), Bengali (113), Chinese (23), French, (2), Hindi (1), Malagasy (2), Pashtl (1), Tagalog (3), Portugese (1), Punjabi (1), Sinhalese (3), Spanish (259), Turkish (1), Urdu (9), Vietnamese (1), Yoruba (1).

Part B: Strategies and Activities

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

The school interprets the written notifications that are sent home according to the home language indicated. We send home translated communications that have the English on the other side. The parent/guardian is provided with both languages. We have staff who also interpret, but also use the translation services phone provided by the DOE.

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.

Oral translations are coordinated through translation service phone, translation apps on the iPad and or other adult volunteers or staff.

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>.

Parents are provided with their Bill of Rights, interpretation notice signs and other important school information via the Parent Coordinator, school secretary, attendance coordinator, ESL servicing teachers. Parents often bring someone to help them interpret and/ utilize the phone translation services from the translation and interpretation unit, or iPad translation app. The Parent Bill of Rights return receipt is kept in a binder in the Parent Coordinator's office.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Robert H. Goddard	DBN: 27Q202
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There will a four hour Saturday Academy for our ESL students that are slated for 12 Saturday sessions over the course of the 2011-2012 school year. The Saturday program will include 2 hours of academic instruction, 1 hour of art and either 1 hour of gym or games, as well as breakfast and lunch. There will be four teachers requested for this program, and will be offered through a posting requesting three teachers with ESL license first working three hours for 12 sessions. In addition, there will be physical education; therefore included will be one physical education teacher working two hours for 12 sessions. All ELL students will be invited to participate and will receive a letter translated as well explaining the program. All of the programs include differentiated instruction and materials for every level of learning, such as Achieve 3000, MYON reader, CCLS ELA Workbooks, Wordgeneration and Inside Anthologies. We intend to begin December 7, 2013 and continue through March 29, 2014.

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

Part C: Professional Development

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

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

Begin description here: There is a monthly ELL meeting with administration, coaches and teachers where there is an open discussion of which programs are working and which students are making progress as well as those who are showing minimal movement. Lesson planning is interdisciplinary and collaborative. Our ELL teachers have been attending Professional Development designed specifically for writing, differentiation of instruction and programs offered through the CFN as well as the OELL. WE encourage the UDL for collaborative planning and the DOK for scaffolding rigorous instruction. All teachers have access to translated glossaries for their students to utilize. An ESL licensed teacher is scheduled to assist in some content area classes for additional support. Intervisitations, Study Groups are also offered as needed.

Part D: Parental Engagement Activities

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

Part E: Budget

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

Allocation Amount: \$

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