

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: LEON M. GOLDSTEIN HIGH SCHOOL FOR THE SCIENCES

DBN (i.e. 01M001): 22K535

Principal: SCOTT K. HUGHES

Principal Email: SHUGHES8@SCHOOLS.NYC.GOV

Superintendent: MICHAEL PRAYOR

Network Leader: MICHAEL MEHMET

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
Scott Hughes	*Principal or Designee	
Kit Wainer	*UFT Chapter Leader or Designee	
Wendi Ferraro	*PA/PTA President or Designated Co-President	
Jose Velez	DC 37 Representative, if applicable	
Rahmel Bailey, RitaAnn Biscello, Lucia Lopez, Steven Gray	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Schirtzer	Member/ Teacher	
John Gwinn	Member/ Teacher	
Margarita Barreto	Member/ Parent	
Svetlana Shlyam	Member/ Parent	
Lou Gottlieb	Member/ Parent	
Denise Kritikos	Member/ Parent	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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 2015, parents will be provided with at least one Professional Development activity each month aimed at supporting the academic success of their child. This will take the form of multiple professional development sessions scheduled during the Parental Engagement block (scheduled from 2:05 p.m. – 2:45 p.m. each Friday.)

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.
 Parents have expressed the need and desire for in-person opportunities with school staff to better understand how to support their child both in high school and in preparation for college and careers. This desire has been expressed by both the Parents' Association and resulted in the development of this goal by the parents on the School Leadership Team.

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. Meetings with the Parents' to identify desired topics for PD sessions (e.g.: College Admissions, Accessing their child's progress via Jupiter, understanding NYSED graduation requirements).

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

1. Parents Association, PA Executive Board, School Leadership Team, School Staff

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

1. Attendance goals for PD sessions. Amount of sessions offered / attended. Feedback from parents (e.g.: survey) regarding the usefulness of each session.

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

1. December 2014 – June 2015 with the last session being dedicated toward reflection and revision for the following year

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

1. Use of DOE-UFT contractual time dedicated toward Parental Engagement.

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 goal is to increase parental engagement.

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	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.
 RESO A

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 2015, all students will have opportunities to receive social/emotional/academic support with teachers outside of the classroom setting. This will yield an increase of 5% in the amount of IEP students that earn 10 or more credits in their freshmen year.

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.
 The addition of the Professional Development and Parental Engagement blocks resulted in the reduction of time for teachers to support our students' socio-emotional /

academic needs during the school day and to provide our students with an opportunity to interact with their teachers outside the classroom setting.

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. Creation of "Our House" – tutoring aimed at providing our IEP students with tutoring after school.
2. Peer-tutoring during the school day.
3. PD sessions utilized by teacher teams aimed at identifying successful instructional strategies in supporting our IEP students.

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

1. Parents Association, PA Executive Board, School Leadership Team, COSA, School Staff

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

1. Increase in the amount of tutoring sessions offered, increase in the amount of club/extra-curricular activities offered at the school, attendance records for both tutoring as well as extra-curricular activities. Passing performance of students taking advantage of AIS supports made available to them.

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

1. Schedule of tutoring created upon receipt of funds from Parents' Association (December 2014)
2. January 2015- Finalization of a club schedule.
3. January 2015 – Finalization of a tutoring schedule both during the school day as well as after the school day.
4. February 2015- June 2015 – monitoring of attendance for each level of support throughout the school year.

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

1. Utilization of a time each Wednesday for the use of tutoring and club activities. Scheduling of peer tutors in library during lunch hours. Scheduling of teachers for tutoring purposes after the school day.

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).

Areas of focus are identified by parents throughout the school year at PA meetings as well as at the PA Executive Board meetings

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	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.

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 2015, staff and students will have participated in at least five professional development sessions aimed at anti-bullying and promoting Respect for All.

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.

Students and staff members alike have cited the need to create formal structures aimed at celebrating our school's diversity and promoting tolerance and sensitivity toward other cultures.

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. Creation of multicultural clubs (e.g.: Black Student Union, Jewish Heritage club, Latino club, Muslim club) aimed at developing a sense of cultural awareness and

sensitivity.

- Creation of a "Respect for All" Teacher Team.
- Developing professional development sessions geared toward staff and students with the goal of providing teachers and students with actionable steps that they can take in their classroom to promote a culturally-sensitive environment at Leon M. Goldstein High School.

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

Black Student Union, Respect for All Teacher Team, School staff

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

- Feedback and attendance from professional development sessions. Feedback from students in the school

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

- This student-led and teacher-led initiative began in November and will continue through the course of the year, culminating with an opportunity to reflect and revise for the 2015-2016 school year.

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

- Friday's Professional Development block will be utilized to provide the Respect for All team to meet weekly. The Wednesday block of time will allow members of the Black Student Union to meet regularly during the school day.

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).

Parents Association has provided for the funding of events aimed at celebrating cultural awareness and sensitivity The parents are also involved in identifying next steps through the monthly School Leadership Team meetings.

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	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.

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

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

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

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

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E. 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	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 #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.

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

1.

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

1.

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

1.

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

1.

E. 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.)
ELA	Response to Intervention protocol which seeks to prevent failure through early academic intervention.	RTI is a three-tiered academic support model. <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. One-to-one tutoring for students that require more intense, explicit, and individualized instruction.	During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.
Mathematics	Response to Intervention protocol which seeks to prevent failure through early academic intervention.	RTI is a three-tiered academic support model. <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. One-to-one tutoring for students that require more intense, explicit, and individualized instruction.	During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.
Science	Response to Intervention protocol which seeks to prevent failure through early academic intervention.	RTI is a three-tiered academic support model. <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to 	During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.

		<p>receive targeted support. One-to-one tutoring for students that require more intense, explicit, and individualized instruction.</p>	
Social Studies	<p>Response to Intervention protocol which seeks to prevent failure through early academic intervention.</p>	<p>RTI is a three-tiered academic support model.</p> <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. <p>One-to-one tutoring for students that require more intense, explicit, and individualized instruction.</p>	<p>During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Mandated Counseling: Counselors meet with students during the regular hours of each day for 45 minutes. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)</p> <p>Psychologist meets with students during the regular hours of each day for 90 minutes each week. Total 90 minutes each week. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times per year.)</p>	<p>RTI is a three-tiered academic support model.</p> <ol style="list-style-type: none"> 1. In the classroom through multiple learning strategies. 2. Pull-out opportunities providing students to receive targeted support. <p>One-to-one tutoring for students that require more intense, explicit, and individualized instruction.</p>	<p>During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day (37.5 minute session). Additional supports are also provided after the mandated tutoring sessions.</p>

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

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

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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).

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Mr. Scott Hughes	Assistant Principal Mr. Steven Sclavos
Coach type here	Coach type here
ESL Teacher Mrs. Maria Smith	Guidance Counselor Ms. Barbara Mosconi
Teacher/Subject Area Mr. M. Trowbridge, Librarian	Parent type here
Teacher/Subject Area Mrs. Maureen Hughes, Guidance	Parent Coordinator Mrs. Debra Eng
Related Service Provider type here	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.	1	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	5	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	1	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1047	Total number of ELLs	10	ELLs as share of total student population (%)	0.96%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										1	1		1	3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	0	1	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	1			4			3			8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	1	0	0	4	0	0	3	0	0	8
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

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)														0
Intermediate(I)										2			1	3
Advanced (A)										3	3		1	7
Total	0	5	3	0	2	10								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0												

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	0	0	0
Integrated Algebra	7	3	7	3
Geometry	3	0	3	0
Algebra 2/Trigonometry	2	1	2	1
Math _____				
Biology				
Chemistry	1		1	
Earth Science				
Living Environment	5	5	5	4
Physics	1		1	
Global History and Geography	1		1	
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:

- 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.
Not only do we use the NYSESLAT scores from the previous year to assess our students progress, but we also administer a base-line exam in September. This exam is designed in house with a focus on all four modalities. The test includes: 1. a lecture with multiple choice questions to evaluate listening skills 2. a writing sample and a grammar section to evaluate written expression proficiencies 3.

reading passages with comprehension questions to assess reading comprehension weaknesses 4. a speaking section. All students take this exam and a group plan is made to address the needs of the class as a whole and individual issues are noted to be addressed during individual practice time. Moreover, throughout the year, mini periodic assessments are given on each modality to see if progress is being made. These periodic assessments can be either formal or informal, but the data gleaned from them is used to design curriculum that will address areas of weakness and to reinforce skills that will ensure progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In the spring of 2013, 9 current and incoming ELLs passed the NYSESLAT. In September of 2013, four students were given the LAB-R and passed it. There are 10 ELLs that remain in our program; seven students are on an advanced level and three are on an intermediate level. Out of the three students that are intermediate, one is a LTA student and two have had an interrupted public school education and are really on a more sophisticated level than indicated. They both have attended private schools in NYC for over 5 years and never have retaken the NYSESLAT exam. Both students last took the exam in the spring of 2004 or 2005. The strongest modality is _____ and weakest modalities is _____.

*** At this time, we can not provide this information because the information has not been provide to us from the state and city.

Overall, we can note that reading comprehension and written expression need attention. Many of our 9th grade ELLs who are part of the general population show growth in all areas. Even though a few 9th grade ELLs didn't pass the NYSESLAT in the spring of 2013, they showed considerable growth in writing and moderate growth in reading. One current tenth grade student still struggles with speaking and we are working on this with her daily. For the Special Education ELLs, the progress in reading comprehension and written expression is more mixed. Even with reinforcement of skills, there are deficiencies in terms of general recall, inferential reading, and analysis. The data regarding the four students who passed the LAB-R in September of 2013 reveals most errors are in the reading and writing portions of the exam.

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 [AMAQ tool](#))

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

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

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Since our program is so small, it is difficult to see a pattern. Since we only have an ESL program, all tests are given in English. Also, for the last two years, nine students have requested Regents Exams in their native languages. Twenty-nine exams were given to ELLs and former ELLs in the past two years and twenty eight exams were passed by the students. One student out of the nine who requested foreign language exams failed one of the tests. Overall the success rate on the Regents exams has been high whether using foreign language copies of the exams or English copies; however, the students who requested foreign language exams felt the copies of the exams in their native languages were vital to their comprehension of the exams and success on them. To conclude, students are faring equally well on native language exams and English language exams, but if the nine students who ordered the exams were not provided with foreign language copies, they would not have performed as well as they did. The school team shares the data from these exams with the two APs who turnkey the data to the content area teachers who work with ELLs. The APs offer opportunies to these professional content area teachers to jointly work with an ELL teacher to modify lessons using strategies which enhance the ELLs' comprehension and access to discipline specific content and language. The Periodic Assessment has informed instruction. Last year, the results from the Periodic Assessment highlighted a need for a mini unit on basic grammar and a writing unit based on paragraph writing. These units were created.

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](#).)
Leon M. Goldstein is a high school, but we are moving towards providing intervention services for all students especially ELLs who show weak academic and social areas and need support.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The evaluation of the ESL program is done annually. The LAP team reviews student data, the NYSESLAT, the Periodic Assessments and informal classroom assessments to evaluate the strengths and weaknesses of the program. The team also reviews the goals that had been set the year before and evaluates whether they have been achieved. Then, new goals for the next year are set and an action plan to achieve those goals is created. Plans include a focus on discipline specific language, listening skills and scaffolding new concepts and shema development. Moreover, APs and ELL and content area teachers suggest and order support material such as glossaries.
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?

At this time, LMGHS does not have a dual language program..
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To ensure adequate yearly progress, we look at the results of the NYSESLAT and the results from the base-line exam given in September. Moreover, we review the action plan we established based on the data from these two exams and compare it to the data we get throughout the year from the mini periodic assessments. We also ask each student to set goals for himself/ herself and write reflections quarterly about how he/she is doing in reaching those goals.

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](#).)

Our English language learner identification process follows the guidelines specified in the New York State – LEP Identification Process Memorandum #2, attachment #2. Our identification team includes an ESL teacher, a foreign language teacher and a paraprofessional to assist with translation needs, a guidance counselor and a parent coordinator. The HLSs are distributed by the team. When parents or students need translation services a translator is sought out and a HLS in the native language is issued. All HLSs are reviewed by the ESL teacher who interviews any potential ELL student and his/ her parent. If translation services are needed, a translator is provided for the student or parent. Once a potential ELL is identified, the LAB- R/ NYSITELL is administered and scored. If the student is not an English language learner, he/ she enters the general education population; however, if the student speaks a language other than English or speaks little or no English, the LAB-R/NYSITELL is administered and scored by the ESL teacher and the student is appropriately placed according to the score.
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.
The parents of all students who scored at the beginning, intermediate, or advanced level are informed, invited to an orientation where they learn about the school's ELL program, view a DVD about ELL services, and select from the three program choices New York State mandates. This initial outreach to ELL parents is done in the first 10 days of the school year. During the first 10 days of school, three orientations are held at different times. If parents can not attend these meetings, the BESIS coordinator sets up individual appointments for these parents.

3. 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 [\[see tool kit\]](#).)
- All Parent Surveys and Program Selection forms are collected during the interview process. Also, outreach is organized by the BESIS Coordinator and the parent coordinator for all other entitlement letters. There is a conscientious effort to distribute and to collect all entitlement letters, Parent Surveys and Program Selection forms by the ESL teacher and the parent coordinator. Moreover, there is a bimonthly review about the collection of all surveys and letters until every family has returned its documentation. Follow-up mailings, e-mails and phone calls are all part of the collection process. All forms are kept in a locked cabinet in room 422 labeled BESIS.
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.
- If the student speaks a language other than English or speaks little or no English, the LAB-R/NYSISTELL is administered and scored by the ESL teacher and the student is appropriately placed according to the score. The parents of all students who scored at the beginning, intermediate, or advanced level are informed. If translation or guidance services are required or requested, the parents are invited in to meet with both the guidance counselor and BESIS coordinator to discuss program placement and programming of their child. The parents' preferences are followed and kept on recorder. Since we only have a ESL program, parents are informed of this and will be informed if changes to our program are changed.
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.
- The BESIS coordinator determines the ELLs and possible ELLs to be tested. The RLER is run to determine all ELLs in the school and the BESIS coordinator gives the list of ELLs to the AP and the testing coordinator. The testing coordinator orders the exams. Then, the Besis person creates a schedule for the administration of the exam and informs the parents and staff of the testing dates. The testing coordinator and the Besis person organize the testing materials for each section of the exam and make them available to the teachers administering the exam on the testing days. Once the exams enter the building the testing coordinator puts the exams in the vault to ensure the exams are in a secure location. Dates for make- up exams are set up for students who are absent. The speaking exam is administered first and is quickly followed by the the other 3 sections of the exam. The testing coordinator delivers and collects all exam booklets and scantrons after each exam period. All exam scan sheets are reviewed to make sure all students have taken all parts of the exam and all bubble sheets are correctly filled in. If a student was absent for a section of the exam, he or she is instructed to report for a make-up exam.
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. 
- The Parent Surveys and Program Selection Forms are reviewed frequently to ascertain current trends regarding the program choices of the LEP students and their parents. Both the parent coordinator and the ESL teacher correspond with LEP parents in their native languages about issues of concern to them. Over the past five years, one hundred percent of our ELL parents have consistently and repeatedly selected the free- standing ESL program for their children.
- If the programs requested by the ELL parents change and if our demographics change, transitional bilingual and dual language programs will be established. First, our LAP team will review the school demographics and the Program Selection Forms to determine if a program is warranted. Secondly, all parents will be informed of the program and given an opportunity to reassess their choices.

Part V: ELL Programming

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])?

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

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)?

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

- Day 1: (Single Band- 57 minutes): Group instruction (20 minutes- modeling), group, pair or individual application (25 minutes), group share (12 minutes); biweekly independent reading with journaling and conferencing with individual students (57 minutes).
- Day 2: (Single Band- 57 minutes): Group instruction (20 minutes- modeling), group, pair or individual application (25 minutes), and group share (12 minutes).
- Day 3: (Single Band- 57 minutes): Group instruction (20 minutes- modeling), group, pair or individual application (25 minutes), group share (12 minutes); monthly independent writing and conferencing with individual students (57 minutes).
- Day 4: (Single Band- 57 minutes): Group instruction (20 minutes- modeling), group, pair or individual application (25 minutes), group share (12 minutes); monthly sessions of either independent vocabulary development or listening practice (57 minutes).

As mandated by CR Part 154, advanced students are receiving the 180 allotted minutes of ESL instruction as well as the 180 minutes of ELA instruction per week. When we have intermediate students, they receive 360 minutes of ESL instruction per 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.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Based on the common core standards and focused on the four modalities, formal and informal assessments are created and administered periodically throughout the term to assess weaknesses and growth. The evaluative tools focus on speaking, listening, notetaking, reading comprehension, grammar and descriptive and persuasive writing. There is a focus on using graphic organizers and a reflective approach to writing. Many of the tasks mirror Regent and NYSESLAT tasks.

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).

a. At present, we do not have, as part of our ELL population, SIFE students. However, in the future, if our population changes, we will create the necessary programs and program accommodations.

b & c. The instruction in the ESL classroom is standards based where a cohesive integration of ESL/ ELA standards, assessment, and student performance drives curriculum design. Students' needs and deficiencies are addressed individually or in whole class mini-lesson instruction. Topics, such as determining the theme, reading strategies, paragraph development, listening and note-taking, and testing strategies, address all four modalities. Weekly, we work on listening and speaking skills. Learning environments are created where students engage in accountable talk and practice public speaking. Secondly, based on the review of data from the reading and writing portions of the NYSESLAT, students are guided to work on individualized reading and writing programs, which let students work at their own pace and address their own needs. The expectations of the independent reading and writing programs are clearly defined and the programs allow students to avoid needless repetition and to focus on the mastery of core concepts. Finally, during whole group instructional time, the ESL teacher models skills and strategies that students will practice during their independent sessions. All projects require students to deal with multiple modalities on a challenging level and in an integrated format. Also, content area based units allow for development of schema and activation of prior knowledge.

d. At present, we have 3 long term ELLs. All of these students are special needs students. Their weakest areas are the reading and writing modalities. The NYSESLAT exams are reviewed annually to determine the weakest modalities. Once the data is evaluated, curriculum is designed according to the needs of the students. Formal and informal periodic assessment tools help the ELL teacher refine and alter curriculum design throughout the term to enhance student learning. The long-term ELLs, as the students discussed in section b & c, have a Common Core based curriculum where assessments and student performance drives curriculum design. As listed above, students have individualized reading and writing programs as well as whole group instruction. Moreover, for these students not only is there additional resource room support which focuses on reading comprehension skills, but within the ESL classroom, reading and writing strategies are scaffolded and modeled each day and the students are required to practice them in their reading journals weekly. Vocabulary is also a major focus for these students.

e. For our former ELLs, the Basis coordinator works with the guidance department to track the progress and growth of the former ELLs. Progress reports are sent to all teachers of former ELLs and these reports are reviewed by the guidance department and the Basis person to see where academic intervention is required. The guidance counselors follow through on organizing interventions such as peer tutor referrals, after school tutoring referrals, Regents tutoring referrals and requests for class and subject buddies. If a student is at risk of failure in one or more classes, the student is required to meet with his/her guidance counselor weekly to address organizational, motivational, academic, and social needs. As part of the weekly meetings, the student is required to set goals and self assess his/her achievement of the goals.

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?

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

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?

Out of our 10 ELLs, there are 4 with special needs. Out of these 4 students, one is in a self contained ELA class and three are in CTT

ELA classes. Secondly, these 4 students are provided with special individual programs in the ELL classroom. Moreover, schedules are modified based on language proficiency. A student with less language proficiency and a strong math background will be scheduled for a chemistry class versus a living environment class. Other scheduling modifications are made according to individual needs. Independent courses of study to enhance or to provide remediation are designed to support each student's language growth. Alternative assessments such as i-movies, non-fiction reading journals, and visual essays are all used to support content knowledge access and development.

Courses Taught in Languages Other than English 

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

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

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

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

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

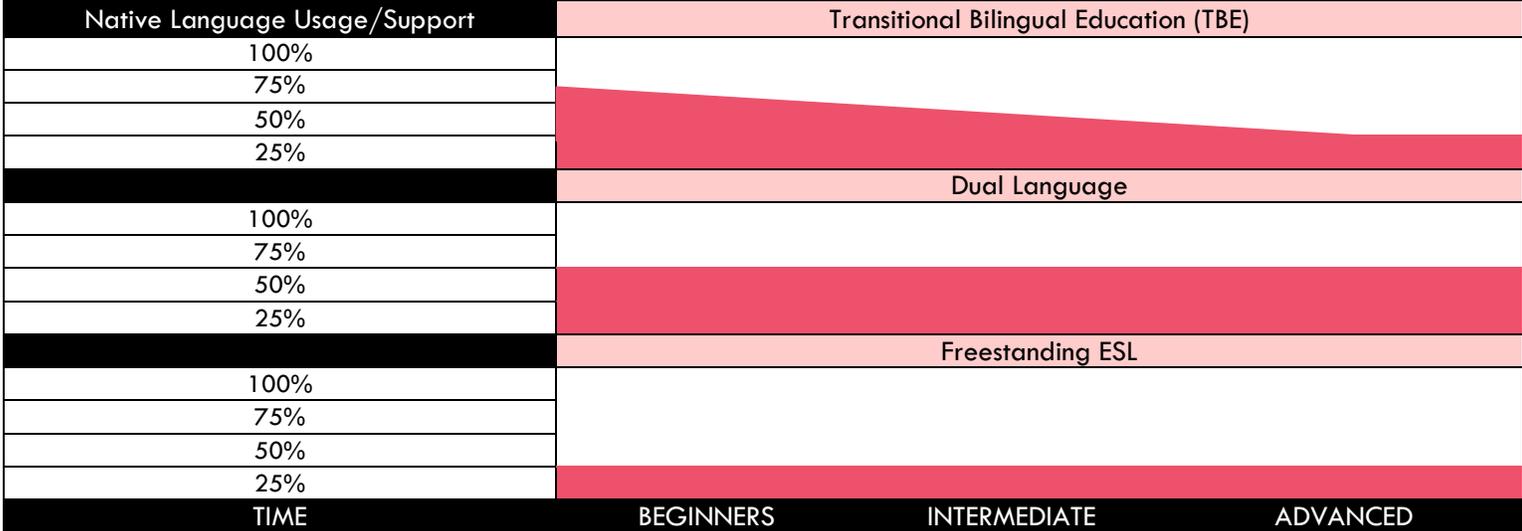
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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.
- Targeted intervention programs include peer tutoring in a student's native language or English, Regents tutoring, after school tutoring in all content areas, and an intervention point person with whom students meet to set goals and track progress. Finally, other types of programs offered by our school to support our ELLs and former ELLs include AIS, counseling, referral for related services, parent conferences to develop action plans, referrals to community agencies, targeted instruction, student assessment analysis (organized by the guidance office) and pupil personnel committees. Most of these services are provided in English, but if translation services are required, they are sought out.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All guidelines specified in "The Testing Accommodations for Former Limited English Proficient/ English Language Learners" are followed. Also, progress reports are issued biannually for ELLs and former ELLs and reviewed by the BESIS coordinator. Moreover, the BESIS person and the guidance counselors review Jupiter Grades for all ELLs to monitor progress and to determine individual academic intervention needs. If follow up is required, the BESIS person requests a conference with the student and his/ her guidance counselor. If the student has been tagged to be at risk, weekly meetings with his/ her guidance counselor are required. This is very effective in making sure the students are on track and the program designed for the student is working. Finally, the ELL staff and the AP review the overall goals for the program bi-annually to evaluate the effectiveness of the program and to modify it to improve its effective.
11. What new programs or improvements will be considered for the upcoming school year?
- Because of the size of the ELL population at LMGHS, no new programs are scheduled and no cuts are planned. We are looking into purchasing more support material such as Achieve 3000.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services are being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We are a one program school and all students are eligible for all course offerings and programs. All students may apply for AP courses and electives with the approval of their teachers and with a willingness to work hard. Because of the size of the ELL population, there are few programs that are specifically geared to ELLs. However, all tutoring and after school programs are available to ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All classrooms have smartboard technology which means all classrooms have internet access. Streamed materials and visual and audio materials are available for use in all classrooms. Also, there are new computer carts which can be used in all classrooms in the school. There are computer labs where music and film courses are taught and beginning this year there is a computer programming course.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Peer tutoring supports students who want to maintain their native languages and plan to take a Regents Exam in their native language. Peer tutoring with this goal in mind is strongly encouraged and the guidance office usually pairs students in study teams when students show interest.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All curriculum and activities are designed with ELLs' ages and interests in mind. Texts such as Mango Street are read to discuss the larger issues of home and the immigrant experience. Clubs and the International Day are promoted to encourage unity, a welcoming tone, and to allow ELLs to share their experiences, cultures and talents.
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.

The BESIS coordinator sends all relevant flyers about city summer programs for ELLs to incoming ELL students. We have a club fair with many clubs that might interest our ELLs such as the Asian club and the Spanish club. For the past two years, we have had an international day to introduce world cultures. This year, a team of teachers along with the Spark program are using films to spark conversations about race and ethnicity.

18. What language electives are offered to ELLs?

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

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)?

At this time, LMGHS does not have a dual language academy.

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

2. Since there is only one ESL teacher working with ELLs, professional development is outsourced. The ELL teacher is encouraged to attend programs run by District, State and National organizations whose focus is ELL education.

3. The BESIS coordinator and the guidance counselors work together to support incoming ELLs. All new guidelines and information from network sources or PD are shared with the guidance department to ensure the incoming ELL population has a smooth transition. Finally, the staff is informed about the levels of all incoming ELLs, academic strategies that work for ELLs, cultural adjustments that these students may face and a support point person that the staff can go to with questions and concerns.

4. The size of our program and the diversity of our LEP population affect both instruction of the ESL population and PD opportunities for the staff. The implications for PD can be as simple as informing the staff of the ESL population at the school or as complex as sharing ESL methodologies with staff and helping them incorporate them into their lesson plans. At one of our faculty conferences, an ESL staff member reviews the Regents modifications for ELLs and former ELLs. At a series of department meetings, PD topics may include: Common Core Standards, differential instruction, rigor, grading and achievement when teaching ELLs and students with special needs, and student self-assess. There is also informal conferencing with staff members to monitor the progress of ESL students and to offer assistance. As per Jose P., each general education staff member is required to fulfill their seven and a half hours of ELL training and each teacher of Special Needs students is required to fulfill their ten hours of ELL training. All staff members turn in proof of their completion of this course. Because of the heightened awareness that these conferences bring, many members of our faculty anticipate and accommodate the needs of our ESL population by setting up peer tutoring, by modifying tests, by working collaboratively on teaching units with the ESL staff and by using modified teaching methods to assist and support ESL students.

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, 3, & 4. Parent input is encouraged and sought after by both the parent coordinator and the Leon M. Goldstein High School staff. Our Parent Coordinator has set up a phone messaging system and an e-mail database to inform parents of upcoming events and Parent Association meetings. She has put together an informal network of people to translate letters and call ELL parents keeping them abreast of events and their children's progress. Throughout this outreach, the parent coordinator collects data by soliciting ELL parents about their needs and wishes, by surveying all parents annually, by reviewing the minutes of the Parent Association meetings, and by corresponding via e-mail. Then, the LAP team works together to prioritize a course of action for ELL students and parents of ELLs based on the data collected. All our parental involvement activities are designed based on the data collected through surveys and Parent Association meetings. Two meetings or activities are set up for the ELL parents by the Parent Coordinator annually based on the data collected about their concerns and needs. Workshops for parents and parents with their children to which ELL parents are invited include: Internet Safety, Choice and Consequences: Teen Drinking and Driving, Bully and SAT Prep and Its Importance. More workshops and activities the school has organized include: The Process of College Admissions, and FAFSA: Step by Step. Finally, PTA meetings, College Information Night, Financial Aid Night, sports awards, the winter and spring concerts, the school play and musical, the musical revue and other student centered activities involve all parents in the school community and the ESL staff and the parent coordinator encourage all ELL parents to attend these events.

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

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.

Part VI: LAP Assurances

School Name: <u>535</u>		School DBN: <u>K22535</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Scott Hughes	Principal		1/1/01
Mr. Steven Sclavos	Assistant Principal		1/1/01
Mrs. Debra Eng	Parent Coordinator		1/1/01
Mrs. Maria Smith	ESL Teacher		1/1/01
	Parent		1/1/01
Mrs. M. Trowbridge	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mrs. Maureen Hughes	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. Barbara Mosconi	Other <u>Guidance Counselor</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22k535 School Name: Leon M Goldstein HS

Cluster: _____ Network: 405

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

Part A: Needs Assessment Findings

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

Data analysis of Home Language Survey showed that Russian is the dominant second language at the school. We learned that approximately 22% of the student body reports that Russian is their home language. Moreover, we learned that no other language group in the school comes close to a 10% subgroup. Therefore, our school will focus their translation efforts around the translation of Russian.

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 found that translation into Russian is our primary need. We report these findings to various school stakeholders. Our Translation team reported their findings to the leadership team, student government and parent association meetings.

Part B: Strategies and Activities

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

Our school will work actively to translate official documents into the home language of Russian. Our school web site powered by educational networks translates all information into various languages (<http://lmghs.org/>) Mailings to parents and guardians will be translated into Russian by our teacher translator who will be paid per-session. Our parent coordinator will also make an effort to send out official documents and school communications into Russian.

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.

.In order to encourage parental involvement and enhance parental communication, our school will provide translators at multiple school events and at Individualized Educational Plan meetings (IEP) throughout the school year. Specifically, our school will pay teachers per-session to provide translation services to parents at events such as our "Open House", "Open School Night", SING, and other high profile school events. Through this program, it is expected that our Limited English Proficient school community will have greater access to the programs and services of LMG. Moreover, it is also expected that our teachers will develop a better working knowledge of the needs the LEP community within our school. By bridging the gap through translation, our school community will become stronger

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

The school will post welcome signs in Russian and English in the main lobby . Moreover, we will have information in the lobby regarding the bill of parents rights and responsibilities and have it fully translated into Russian. We will also make these rights available in the main office and parent coordinator office.