

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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

DBN (i.e. 01M001): 27Q308

Principal: DR. JOSEPH J. BIRGELES

Principal Email: JBIRGEL@SCHOOLS.NYC.GOV

Superintendent: DONALD CONYERS

Network Leader: GERARD BEIRNE

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
Joseph J. Birgeles	*Principal or Designee	
Samantha Stanton	*UFT Chapter Leader or Designee	
Catherine Wagner	*PA/PTA President or Designated Co-President	
Roselyn Pino	DC 37 Representative, if applicable	
Randy Persaud Hana Imran	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Angeleke Lymberatos	Member/ Teacher	
Katherine Hou	Member/ Teacher	
Gita Samwaru	Member/ Parent	
Donna Marino	Member/ Parent	
Maria Iorio	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

- **Attendance:** By June 2015, the daily attendance rate will increase 2% points or higher from 92% to 94%.

Comprehensive Needs Assessment

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

- After conducting a five-year trend analysis (2008-2014) of yearly attendance, it was determined that there has been a 1-2% decrease in attendance since 2008 as evidenced by the RPLG report on ATS. However, we saw an increase of approximately 2% points in 2011-2012 from 88.8% to 90.5%. Last year (2013-2014) we saw an increase of attendance of 2%. Therefore, we are focused on continuing this positive trend by increasing our attendance by achieving a priority attendance goal of 94% by 2015.

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

Actions/Strategies: The plan for meeting the aforementioned goal includes the following steps:

1. Analyze daily ATS attendance reports: RDAL (Names of students who are late and absent); ROCR (% breakdown); and the RPLG (End of the year attendance report);
2. Coordinate attendance efforts via monthly meetings and daily accountability reports through the Pupil personnel Secretary, Attendance Coordinator, and Attendance Teacher.
3. Collaborate with attendance teacher, attendance coordinator, and the pupil personnel secretary to identify students with unexcused lateness's, absences & cutting;
4. Contact parents regarding student attendance using School Messenger and WAKE UP NYC;
5. Promote teacher, guidance counselor, and attendance coordinator telephone calls;
6. Conduct student/parent conferences for students identified with poor attendance;
7. Refer students to guidance as needed;
8. Create incentives for students and classes with exemplary attendance and for classes that have made exemplary gains in attendance, such as posting student names for monthly perfect attendance;
9. Increase the quality of extracurricular activities;
10. Parents will be advised to submit in writing the reasons for children's absences;
11. The attendance teacher will review and follow up on 407s;
12. The attendance teacher will also outreach with families and/or agencies concerning students' absences; Monitor Code 12 Discharges.
13. Encourage attendance via Principal Newsletter and website.
14. Conduct home visitation.

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

1. Principal, Assistant Principals, Guidance Counselors, Teachers, Attendance Teacher, Attendance Coordinator, Pupil Personnel Secretary, Parent Coordinator, Parents, and Students.

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

1. Each day an RDAL is printed and telephone calls are made electronically and personally to absent or late students. Monthly meetings are held to assess attendance protocols and to ensure we are on track with our goal of achieving 93% attendance. Monthly (day-day) calendar of attendance rate is created to assess attendance targets.

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

1. September 2014-June 2015

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

1. As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2014-June 2015 as indicated below:
2. Guidance Counselor per session hours for parental outreach.
3. Purchase and maintenance of Instant Messenger System.

4. Support Systems: Wake up NYC. Maintain and disseminate attendance plan.
5. Utilize and promote advance features on Instant Messenger.
6. Encourage parental access to Skedula.
7. Daily and weekly telephone call to parents of students who are excessively late or absent-including home visits.
8. Promoting the importance of accessing the website to stay current with Goddard High School rules, programs, and policies. Accomplished via posters and instant message announcements.

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).

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

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

Algebra, Geometry, Trigonometry Regents Pass rates:

- a) Algebra CCLS CUNY-By June 2015, 30% of students will be able to pass the Integrated Algebra Regents Exam in June with a score of 80% or higher.
- b) CCLS Algebra-By June 2015, 60% of student will be able to pass the Integrated Common Core Algebra Regents Exam in June with a score of 65% or higher.
- c) Geometry – By June 2015, 70% of the students will be able to pass the Geometry Regents Exam in June with a 65 or higher.
- d) CCLS Geometry-By June 2015, 25% of the students will be able to pass the CCLS Geometry Regents Exam in June with a 65 or higher.
- e) Algebra 2 & Trig – By June 2014, 40% of the students will be able to pass the Algebra 2 & Trig Regents Exam in June with a 65 or higher.

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.

Mathematics:

- 1) **Algebra** - After analyzing a four-year (2011-2014) trend analysis of student regents pass rates, it was determined that students showed an increase in test performance. We believe this trend will continue. A priority this academic school year is to increase Algebra regents pass rate 2% from 80% to 82%.
- 2) **Geometry** - After conducting a four-year (2011-2014) trend analysis it was determined that we are making progress for all students in Geometry. A priority this academic school year is to increase Geometry regents pass rates 2% from 68% to 70%.
- 3) **Algebra 2 & Trig** - After analyzing a four year (2011-2014) trend analysis of student performance data on state assessments it was discovered that there are fluctuations in trigonometry performance. We have set a priority goal of 40% to increase our college and career readiness metric.

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. Actions/Strategies: Math – Algebra, Geometry, Algebra 2 & Trig
2. We will implement the following strategies and activities to target our students:
3. • Target students for help desk during group work
4. • Create differentiated groups based on data from ARIS, Skedula, Castle Learning, Quarterly/Unit assessments
5. • Differentiate instruction to target all students. Target different student learning styles through foldable manipulatives, videos, animations, guided notes
6. • Conduct small group tutoring during lunch, after-school, and Saturdays
7. • Plan curriculum together during the summer, department meetings, and to collaborate on the CCLS Unit Tasks
8. • Provide accommodations to students with IEPs such as extended time, and directions and questions read aloud
9. • Infuse technology such as graphing calculators, Eduware clickers, Elmo Document Projectors, and Laptops
10. • Prepare Quarterly assessments to determine areas of weaknesses, which will be used to provide review and to spiral content on exams
11. • Resources such as lessonplanet.com, regentsprep.org, Barron's Regents Review books, Eduware test maker, and Edge in College Prep
12. • Conduct research based observations using the Danielson Framework for Teaching
13. • Aris Learn PD Staff Development
14. • NTN Common Core Professional Development
15. • Brainstorm strategies during inquiry/department meetings to help under achieving students such as ELL and lowest third of students.

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

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

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

Regents analysis will be conducted via each quarter through the design, implementation and analysis of regents based quarterly exams. Exams are disseminated at the end of all 4 quarters throughout the year. Teachers analyze the data from these exams, target students needs and spiral curriculum to maximize student pass rates. By the end of June 2015 teachers will analyze their final regents pass rate.

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

1. Teachers will implement the above strategies from September 2014 through June 2015.

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

1. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2014-June 2015 as indicated below:
2. Per Session/Coverages For Regents Tutoring -200 hours from September to June.
3. Data Specialist –ARRA
4. Inquiry Per Session
5. Guidance Counselor per session 100 hours from September to June
6. Monitor student performance via inquiry and departmental meetings

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).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Parents will be invited to a workshop to understand high school graduation requirements
- Encourage Parent Study Habits Training
- Information about school programs shared with parents in a timely and effective way
- Set clear priorities for studying and learning in the home environment
- Communicate to children high expectations for their education and future careers
- Become involved in their children's school through school events, conferences, workshops, bake sales, etc.
- Encourage parents to provide quiet time for homework and reflection after school
- Advocate the importance of parents supervising homework-provide Study Habits strategies handout
- Make sure their children get enough rest
- Turn TV and videogames off during the week
- Encourage children to read
- Support and encourage their children as they struggle to achieve
- Express the importance of high achievement in middle and high school for future success in college
- Become involved in children's school by learning about academic courses offered in school
- Keep in touch with their children's counselors
- Check carefully course selection during scheduling
- Keep in touch with their children's teachers via Skedula

Budget and 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.

Living Environment, Earth Science, Chemistry, Physics Regents Pass Rates

- a) Living Environment- By June 2015, 78% of the students will be able to pass the Living Environment Exam in June with a 65 or higher.
- b) Earth Science - By June 2015, 67% of the students will be able to pass the Earth Science Regents Exam in June with a 65 or higher.
- c) Chemistry – By June 2015, 37% of the students will be able to pass the Chemistry Regents Exam in June with a 65 or higher.
- d) Physics-By June 2015, 67% of the students will pass the Physics regents exam in June with a 65 or higher.

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.

Science:

- 1) **Living Environment** - After analyzing a four-year (2011-2014) trend analysis of student regents pass rates, it was determined that students showed minor fluctuations in test performance. We believe student scores will continue to rise. Due to the infusion of the CCLS, students also need higher order thinking skills in order to process the concepts associated with Living Environment-This will be accomplished through an emphasis on increasing text complexity and inquiry based STEM labs. A priority this academic school year is to increase Living Environment regents pass rates 3% from 75% to 78%.
- 2) **Earth Science** - After analyzing a four-year (2011-2014) trend analysis of student regents pass rates, it was determined that students are showing an increase in test performance. We believe this trend will continue. Due to the infusion of the CCLS students also need higher order thinking skills in order to process the concepts associated with Earth Science-This will be accomplished through an emphasis on increasing text complexity and inquiry based labs. A priority this academic school year is to increase Earth Science regents pass rates 3% from 64% to 67%.
- 3) **Chemistry** – After analyzing a four-year (2011-2014) trend analysis of student regents pass rates, it was determined that students showed modest to low gains in test performance. We are working to reverse this trend. Due to the infusion of the CCLS students also need higher order thinking skills in order to process the concepts associated with Chemistry-This will be accomplished through an emphasis on increasing text complexity and inquiry based labs. A priority this academic school year is to increase Chemistry regents pass rates 2% from 35% to 37%.
- 4) **Physics** – After analyzing a four-year (2011-2014) trend analysis of student regents pass rates, it was determined that students showed an increase in test performance. We believe this trend will continue. Due to the infusion of the CCLS students also need higher order thinking skills in order to process the concepts associated with Physics-This will be accomplished through an emphasis on increasing text complexity and inquiry based labs. A priority this academic school year is to increase Physics regents pass rates 2% from 65% to 67%

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

1. a)

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

- Target students for help desk during group work
- Create differentiated groups based on data from ARIS, Skedula, Castle Learning, Quarterly/Unit assessments
- Differentiate instruction to target all students. Target different student learning styles through videos, animations, guided notes
- Conduct small group tutoring during lunch, after-school, and Saturdays
- Planning curriculum together during the summer, department meetings, and to collaborate on the CCLS Unit Tasks
- Provide accommodations to students with IEPs such extended time, and directions and questions read aloud
- Infuse technology such as graphing calculators, Eduware clickers, Elmo Document Projectors, and Laptops
- Prepare Quarterly assessments to determine areas of weaknesses, which will be used to provide review and to spiral content on exams
- Resources such as lessonplanet.com, regentsprep.org, jmap.org, Barron's Regents Review books, Eduware test maker, Compass Learning, E2020, and NOVEL NY library databases
- Conduct research based observations using the Danielson Framework for Teaching
- PD to support identification and dissemination of complex text.
- Aris Learn PD Staff Development
- Brainstorm strategies during inquiry/department meetings to help under achieving students such as ELL and lowest third of students

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

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

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

1. Regents analysis will be conducted via each quarter through the design, implementation and analysis of regents based quarterly exams. Exams are disseminated at the end of all 4 quarters throughout the year. Teachers analyze the data from these exams, target students needs and spiral curriculum to maximize student pass rates. By the end of June 2015 teachers will analyze their final regents pass rate.

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

1. Teachers will implement the above strategies from September 2014 through June 2015.

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

1. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such
2. as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2014-June 2015 as indicated below:
3. • Per Session/Coverages For Regents Tutoring -200 hours from September to June.
4. • Data Specialist –ARRA; Inquiry Per Session

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 will be invited to a workshop to understand high school graduation requirements

- Encourage Parent Study Habits Training
- Information about school programs shared with parents in a timely and effective way
- Set clear priorities for studying and learning in the home environment
- Communicate to children high expectations for their education and future careers
- Become involved in their children's school through school events, conferences, workshops, bake sales, etc.
- Encourage parents to provide quiet time for homework and reflection after school
- Advocate the importance of parents supervising homework-provide Study habits strategies handout.
- Make sure their children get enough rest
- Turn TV and videogames off during the week
- Encourage children to read
- Support and encourage their children as they struggle to achieve. Encourage access to Skedula.

- Express the importance of high achievement in middle and high school for future success in college
- Become involved in children's school by learning about academic courses offered in school
- Keep in touch with their children's counselors
- Check carefully course selection during scheduling

Budget and 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.

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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.

English Language Arts Regents Pass Rates:

- a) ELA CUNY-To Achieve College and Career Readiness in ELA, by June 2015, 81% of students will be able to pass the NYS English Language Arts Regents Exam in June with a 75 or higher.
- b) CCLS ELA-By June 2015, 80% of students will be able to pass the English Language Arts Common Core Regents Exam in June with a 65 or higher.

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.

English:

By examining the High School Quality Snapshot and Guide and School-wide Data, we found that many of our students attend CUNY schools which require a minimum of 75% on their English Regents in order to place out of remedial English classes. Based on last year's English Regent's score 79% of students who passed the English Regents exam scored between a 75-100. Our focus this year is to raise expectations for all students in ELA to score above a 75% on the English Regents exam. We have set a priority goal of 81% to increase our college and career readiness metric on the ELA regents exam.

Instructional Strategies/Activities

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

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

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

- Target students for help desk during group work
- Create differentiated groups based on data from ARIS, Skedula, Castle Learning, Quarterly/Unit assessments
- Differentiate instruction to target all students'. Target different student learning styles through videos, animations, guided notes
- Conduct small group tutoring during lunch, after-school, and Saturdays
- Planning curriculum together during the summer, department meetings, and to collaborate on the CCLS Unit Tasks
- Provide accommodations to students with IEP'-such as directions and questions read aloud
- Infuse technology such as graphing calculators, Elmo Projectors and Laptops
- Prepare Quarterly assessments to determine areas of weaknesses, which will be used to provide review and to spiral content on exams
- Resources such as lessonplanet.com, regentsprep.org, jmap.org, Barron's Regents Review books, Eduware test maker, Compass Learning, NOVEL NY library databases
- Conduct research based observations using the Danielson Framework for Teaching.
LCI Push In Coaching to support the development of academic conversations
PD to support identification and dissemination of complex text.
- Aris Learn PD Staff Development
Brainstorm strategies during inquiry/department meetings to help under achieving students such as ELL and lowest third of student

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

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

regarding the use and effectiveness of the above strategies.

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

1. Regents analysis will be conducted via each quarter through the design, implementation and analysis of regents based quarterly exams. Exams are disseminated at the end of all 4 quarters throughout the year. Teachers analyze the data from these exams, target students needs and spiral curriculum to maximize student pass rates. By the end of June 2015 teachers will analyze their final regents pass rate.

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

1. Teachers will implement the above strategies from September 2014 through June 2015.

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

1. Per Session/Coverages For Regents Tutoring -200 hours from September to June.
2. Data Specialist –ARRA
3. Inquiry Per Session
4. Guidance Counselor per session 100 hours from September to June
5. Maintain and disseminate attendance
6. Monitor student performance via departmental meetings

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 will be invited to a workshop to understand high school graduation requirements

- Encourage Class parent, telephone tree, or other structures to provide all families with needed information
- Encourage Parent Study Habits Training
- Information about school programs shared with parents in a timely and effective way
- Set clear priorities for studying and learning in the home environment
- Communicate to children high expectations for their education and future careers
- Become involved in their children's school through school events, conferences, workshops, bake sales, etc.
- Encourage parents to provide quiet time for homework and reflection after school
- Advocate the importance of parents supervising homework-provide Study habits strategies handout.
- Make sure their children get enough rest
- Turn TV and videogames off during the week
- Encourage children to read
- Support and encourage their children as they struggle to achieve
- Express the importance of high achievement in middle and high school for future success in college
- Become involved in children's school by learning about academic courses offered in school
- Keep in touch with their children's counselors

- Check carefully course selection during scheduling-Keep in touch with their children's teachers via Skedula

Budget and 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.

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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.

Global & US History History Regents Pass Rates:

US History-By June 2015, 72% of students will be able to pass the NYS US History Regents Exam in June with a 65 or higher.

Global History-By June 2015, 77% of students will be able to pass the NYS Global History Regents Exam in June with a 65 or higher.

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.

US History- After analyzing a four-year (2011-2014) trend analysis of student regents pass rates, it was determined that the average passing rate for the US History regents exam is 70%. A priority this academic school year is to increase the US History regents pass rates 2% from 70% to 72%.

Global History- After analyzing a four-year (2011-2014) trend analysis of student regents pass rates, it was determined that the average passing rate for Global History regents exam is 75%. A priority this academic school year is to increase Global History regents pass rates 2% from 75% to 77%.

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.

f) Strategies/activities that encompass the needs of identified subgroups

- Target students for help desk during group work
- Create differentiated groups based on data from ARIS, Skedula, Castle Learning, Quarterly/Unit assessments
- Differentiate instruction to target all students'. Target different student learning styles through videos, animations, guided notes
- Conduct small group tutoring during lunch, after-school, and Saturdays
- Planning curriculum together during the summer, department meetings, and to collaborate on the CCLS Unit Tasks
- Provide accommodations to students with IEP'-such as directions and questions read aloud
- Infuse technology such as graphing calculators, Elmo Projectors and Laptops
- Prepare Quarterly assessments to determine areas of weaknesses, which will be used to provide review and to spiral content on exams
- Resources such as lessonplanet.com, regentsprep.org, jmap.org, Barron's Regents Review books, Eduware test maker, Compass Learning, NOVEL NY library databases
- Conduct research based observations using the Danielson Framework for Teaching.
LCI Push In Coaching to support the development of academic conversations
PD to support identification and dissemination of complex text.
- Aris Learn PD Staff Development
Brainstorm strategies during inquiry/department meetings to help under achieving students such as ELL and lowest third of student

g) Key personnel and other resources used to implement each strategy/activity

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

h) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Regents analysis will be conducted via each quarter through the design, implementation and analysis of regents based quarterly exams. Exams are disseminated at the end of all 4 quarters throughout the year. Teachers analyze the data from these exams, target students needs and spiral curriculum to maximize student pass rates. By the end of June 2015 teachers will analyze their final regents pass rate.

i) Timeline for implementation and completion including start and end dates

1. Teachers will implement the above strategies from September 2014 through June 2015

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

As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax

Levy), Title I Funds to implement this action plan from September 2014-June 2015 as indicated below:

- **Per Session/Coverages For Regents Tutoring -200 hours from September to June.**
- **Data Specialist –ARRA**
- **Inquiry Per Session**
- **Guidance Counselor per session 100 hours from September to June**
- **Maintain and disseminate attendance**
- 1. • **Monitor student performance via inquiry and departmental meetings**

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).

- Encourage Class parent, telephone tree, or other structures to provide all families with needed information
- Encourage Parent Study Habits Training
- Information about school programs shared with parents in a timely and effective way
- Set clear priorities for studying and learning in the home environment
- Communicate to children high expectations for their education and future careers
- Become involved in their children's school through school events, conferences, workshops, bake sales, etc.
- Encourage parents to provide quiet time for homework and reflection after school
- Advocate the importance of parents supervising homework-provide Study habits strategies handout.
- Make sure their children get enough rest
- Turn TV and videogames off during the week
- Encourage children to read
- Support and encourage their children as they struggle to achieve
- Express the importance of high achievement in middle and high school for future success in college
- Become involved in children's school by learning about academic courses offered in school
- Keep in touch with their children's counselors

• Check carefully course selection during scheduling-Keep in touch with their children's teachers via Skedula

Budget and 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.

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

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

	<p>individualized instruction to these students. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student's needs and modifications. Teachers also meet weekly during a department common prep to discuss these students. The Science Department has created a binder with the assessments for all units, as well as quarterly to collect data on where students are struggling department wide.</p>		
<p>Social Studies</p>	<p>Social Studies teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barrons, and websites such as regentsprep.org and Castlelearning.com to provide individualized instruction to these students. Teachers use gaming systems such as, Eduware to engage and motivate students. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student's needs and modifications. Teachers also meet weekly during a department common prep to discuss these students. The Social Studies Department has created a binder with the assessments for all units, as well as quarterly assessments, to collect data on where students are struggling department wide.</p>	<p>Small group and/or one-to-one.</p>	<p>During the school day, afterschool and on Saturdays.</p> <p>In school services may be provided during the student's lunch period, or during academy.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not</p>	<p>One to one</p>	<p>During the school day.</p>

	<p>meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies.</p> <p>At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies and testing of students in need, to find appropriate support services.</p> <p>It includes referrals to Supportive Agencies, testing of students in need, finding appropriate support services and working with families in crisis to provide support for children</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

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).

GHS has been implementing the Common Core Learning Standards for the past 4-years in line with NYCDOE Instructional Expectations. Last year all subject teachers aligned the CCLS to two units of study. This year they will create 3 CCLS Units of Study. This year, 2014-2015, the entire MATH department-Algebra curriculum has been aligned to the CCLS to prepare students for the CC Regents exam (NTN-Math). The English department has infused the CCLS into all classroom curriculum units and is aligning their Units of Study to the new Regents CC.

a. NTN: Implementation planning session with key personnel from both National Training Network and Robert H. Goddard HS to plan for a successful implementation.

b. Pacing Guide: developed in consultation with National Training Network and Robert H Goddard HS.

Teacher Training:

a. Training session preparing teachers to teach KEAS with intensive training in the methodology and delivery of all lessons.

Coaching/Follow-up Support

a. Coaching: On-going

i. Coaching visits to schools on average:

For this year: ONE (1) visit per month

ii. Modeling/team teaching lessons focusing on CCSS practice standards

iii. Pre-conference and reflection meetings around coaching support

iv. Team/individual curriculum and lesson unit planning

v. Mentoring

vi. Constructively observing and providing feedback to teachers

vii. Assisting in coordination efforts with ongoing professional development

viii. Providing support documentation of coaching visits and additional services

b. E-communications:

i. Regular e-communications are sent to each teacher including pacing, lesson notes, word wall words for upcoming lessons, and additional information/suggestions and connections to traditional text for each week throughout the school year.

c. Website: Unrestricted access to www.NTNMath.com includes lesson videos in both English and Spanish, downloadable homework assignments, and teacher lesson notes.

d. Quarterly Reports: detailed reports outlining implementation and coaching support

ELA , Social Studies, Art, and Spanish teachers incorporate complex informational texts into the curriculum. Departments receive professional development training via Teaching Matters which targets 3b and 3c in the Danielson rubric to increase student centered learning through instructional strategies like the Socratic Seminar. Science Teachers receive STEM support via our STEM Coach who observes each teacher and collaborates with them to convert their traditional labs into inquiry based STEM labs.

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.).

- **As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2014-June 2015 as indicated below:**
- **Per Session/Coverages For Regents Tutoring -200 hours from September to June.**
- **Data Specialist –ARRA**
- **Inquiry Per Session**
- **Guidance Counselor per session 100 hours from September to June**
- **Maintain and disseminate attendance**

- **Monitor student performance via departmental meetings**

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.).

n/a

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers and administration have collaboratively designed quarterly benchmark regents assessment exams tailored to each department's content requirements. Quarterly exams by department are designed to target specific content aptitude and/or deficiencies in student learning. After each quarterly assessment teachers analyze data and complete a quarterly reflection as a department. For example: Areas of analysis include the following-(1) Based on the item analysis, list 3-6 main questions, type of questions, and the content that students had difficulty with on the Quarterly exam; (2) What was the wording of this question? Why do you think students struggled with this question? Which vocabulary do you think students struggled with on the question?; (3) Based on the data, what trends do you notice? Also, explain how you will change your instruction/curriculum in MP2 for students who struggled with the content?

Assessment content is then spiraled on each Quarterly Assessment leading to the NYS Regents exams. Department Chairs have provided professional development through modeling and assessment exemplars. Instruction is then tailored to target content to foster student mastery.

TA Schools Only

Use of Program Resources

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

n/a

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).

n/a

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

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

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

Parent Involvement Policy (PIP) Template

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

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

HS 308'S PARENT INVOLVEMENT POLICY WAS DESIGNED BASED UPON A CONSIDERATION OF THE NEEDS OF ALL PARENTS/GUARDIANS. OUR SCHOOL COMMUNITY WILL CONDUCT AN ANNUAL EVALUATION OF THE CONTENT AND EFFECTIVENESS OF THIS PARENT INVOLVEMENT POLICY WITH TITLE I PARENTS TO IMPROVE THE ACADEMIC QUALITY OF OUR SCHOOL. THIS ANNUAL REVIEW WILL TAKE PLACE IN MAY OF 2015. THE FINDINGS OF THE EVALUATION AND FEEDBACK FORMS WILL BE USED TO DESIGN STRATEGIES TO MORE EFFECTIVELY MEET THE NEEDS OF PARENTS, AND ENHANCE THE SCHOOL'S TITLE I PROGRAM. THE SCHOOL WILL MAINTAIN THIS INFORMATION.

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

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

- 1. ACTIVELY INVOLVE AND ENGAGE PARENTS IN THE PLANNING, REVIEW AND EVALUATION OF THE EFFECTIVENESS OF THE SCHOOL'S TITLE I PROGRAM AS OUTLINED IN THE COMPREHENSIVE EDUCATIONAL PLAN, INCLUDING THE IMPLEMENTATION OF THE SCHOOL'S TITLE I PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT;*
- 2. ENGAGE PARENTS IN DISCUSSION AND DECISIONS REGARDING THE REQUIRED TITLE I SET-ASIDE FUNDS, WHICH ARE ALLOCATED DIRECTLY TO SCHOOLS TO PROMOTE PARENT INVOLVEMENT, INCLUDING FAMILY LITERACY AND PARENTING SKILLS;*

3. SUPPORT SCHOOL-LEVEL COMMITTEES THAT INCLUDE PARENTS WHO ARE MEMBERS OF THE SCHOOL LEADERSHIP TEAM, THE PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION).
4. MAINTAIN A PARENT COORDINATOR (OR A DEDICATED STAFF PERSON) TO SERVE AS A LIAISON BETWEEN THE SCHOOL AND FAMILIES. THE PARENT COORDINATOR OR A DEDICATED STAFF PERSON WILL PROVIDE PARENT WORKSHOPS BASED ON THE ASSESSED NEEDS OF THE PARENTS OF CHILDREN WHO ATTEND OUR SCHOOL AND WILL WORK TO ENSURE THAT OUR SCHOOL ENVIRONMENT IS WELCOMING AND INVITING TO ALL PARENTS. THE PARENT COORDINATOR WILL ALSO MAINTAIN A LOG OF EVENTS AND ACTIVITIES PLANNED FOR PARENTS EACH MONTH AND FILE A REPORT WITH THE CENTRAL OFFICE FOR FAMILY ENGAGEMENT AND ADVOCACY (OFEA);
5. HELP PARENTS TO UNDERSTAND NYS AND DOE ACCOUNTABILITY SYSTEM (E.G., NCLB/STATE ACCOUNTABILITY SYSTEM, QUALITY SNAPSHOTS, QUALITY REVIEW REPORT, LEARNING ENVIRONMENT SURVEY REPORT, ETC.);
6. HOST THE REQUIRED TITLE I PARENT ANNUAL MEETING IN SEPTEMBER 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;
7. TRANSLATE CRITICAL SCHOOL DOCUMENTS AND PROVIDE INTERPRETATION DURING MEETINGS AND EVENTS AS NEEDED.

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

1. HOSTING: FRESHMAN ORIENTATION, FINANCIAL AID NIGHT, ACCESS MEETING, COLLEGE FAIRS, ETC.;
2. ENCOURAGING MEANINGFUL PARENT PARTICIPATION ON SCHOOL LEADERSHIP TEAMS, PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION) AND TITLE I PARENT ADVISORY COUNCIL;
3. PROVIDE WRITTEN AND VERBAL QUARTERLY PROGRESS REPORTS TO KEEP PARENTS INFORMED OF THEIR CHILDREN'S ACADEMIC PROGRESS;
4. DEVELOP AND UPDATE SCHOOL WEBSITE TO KEEP PARENTS INFORMED ABOUT SCHOOL ACTIVITIES/EVENTS.

GOALS:

- SHARE WITH PARENTS INFORMATION ABOUT THE SCHOOL EVENTS IN A TIMELY AND EFFECTIVE WAY
- BECOME INVOLVED IN THEIR CHILDREN'S SCHOOL THROUGH SCHOOL EVENTS, CONFERENCES, WORKSHOPS, BAKE SALES, ETC.
- ENCOURAGE PARENTS TO PROVIDE QUIET TIME FOR HOMEWORK AND REFLECTION AFTER SCHOOL
- ADVOCATE THE IMPORTANCE OF PARENTS SUPERVISING HOMEWORK-PROVIDE STUDY HABITS STRATEGIES HANDOUT.
- PARENTS WILL BE ENCOURAGED TO MAKE SURE THEIR CHILDREN GET ENOUGH REST; TURN TV AND VIDEOGAMES OFF DURING THE WEEK
 - ENCOURAGE CHILDREN TO READ
- BECOME INVOLVED IN CHILDREN'S SCHOOL BY LEARNING ABOUT ACADEMIC COURSES OFFERED IN SCHOOL
 - KEEP IN TOUCH WITH THEIR CHILDREN'S COUNSELORS
 - CHECK CAREFULLY COURSE SELECTION DURING SCHEDULING
 - KEEP IN TOUCH WITH THEIR CHILDREN'S TEACHERS VIA SKEDULA

ACTIONS GODDARD HIGH SCHOOL WILL TAKE TO INCREASE PARENT INVOLVEMENT:

- **STAFF TRAINING**-ON BEING POSITIVE DURING CONFERENCES, HOME VISITS, PHONE CALLS AND OTHER PARENT INTERACTIONS. GODDARD EDUCATORS WILL BE CONSIDERATE AND SENSITIVE TO A PARENT'S ETHNIC, CULTURAL AND SOCIOECONOMIC BACKGROUNDS, SO COMMUNICATION AND COOPERATION CAN OCCUR. PARENTS NEED TO HEAR FROM THE STAFF THAT THEIR CHILD'S ATTENDANCE WILL INCREASE THEIR ACADEMIC PERFORMANCE. GODDARD EDUCATORS WILL LISTEN TO PARENT'S CONCERNS ABOUT THEIR CHILD AND/OR THEIR THOUGHTS AND IDEAS ON WAYS THE SCHOOL COULD IMPROVE. IF PARENTS FEEL WELCOME, USEFUL, AND RESPECTED, THEY WILL RESPOND AND THEN BE AN ADVOCATE WITH US TO INCREASE STUDENT PARTICIPATION IN SCHOOL.
- **INFORMATION**-PROVIDE A PARENT HANDBOOK OF CLEAR, PRACTICAL INFORMATION INCLUDING RULES, PROCEDURES, AND SPECIFIC WAYS PARENTS CAN BE INVOLVED IN THE SCHOOL, ESPECIALLY INFORMATION REGARDING THE IMPORTANCE AND IMPACT SCHOOL ATTENDANCE HAS ON THEIR CHILDREN'S ACADEMIC ACHIEVEMENT. IF MANY PARENTS SPEAK A LANGUAGE OTHER THAN ENGLISH, WE WILL HAVE THE HANDBOOK PRINTED IN BOTH LANGUAGES. NOTES AND PRINCIPAL NEWSLETTERS ARE AN IMPORTANT WAY TO KEEP PARENTS INFORMED; HOWEVER, PHONE CALLS, ONE-TO-ONE MEETINGS AND HOME VISITS WILL ENHANCE SUPPORT. EXPLAIN TO PARENTS THE IMPORTANCE OF ACCESSING THEIR CHILD'S PROGRESS REPORTS VIA SKEDULA.
- **PARENT CONFERENCES**-WHEN PARENT CONFERENCES ARE SCHEDULED, WE WILL OFFER AN INTERPRETER IF NEEDED, OR IF APPROPRIATE, HAVE THEIR CHILD ACT AS AN INTERPRETER. WE WILL BEGIN WITH A POSITIVE, ENCOURAGING COMMENT ABOUT THEIR CHILD. PROVIDE SPACE WHERE PARENTS CAN WRITE CONCERNS AND/OR THEIR SPECIFIC NEEDS. IF COMPLETION OF THE FORM APPEARS TO BE DIFFICULT FOR THE PARENTS, AN INTERVIEW MAY BE NECESSARY. COLLECT THE FORMS, AND IF POSSIBLE, ADDRESS THEIR CONCERNS BEFORE THEY LEAVE.
- **VOLUNTEERS**-INVITE PARENTS TO PROVIDE CLASSROOM ENRICHMENT ACTIVITIES SUCH AS DISCUSSING THEIR OCCUPATION, HOBBY, OR TALENT. THEY MAY ALSO PROVIDE ART, MUSIC, OR A CULTURAL AWARENESS PROGRAM. WE WILL ASK THEM TO ASSIST AS A HELPER OR TUTOR, ACCOMPANY FIELD TRIPS, OR PERFORM A VARIETY OF ROUTINE ADMINISTRATIVE DUTIES SUCH AS ANSWERING THE PHONE, HELPING IN THE LIBRARY, OR KEEPING OTHER PARENTS INFORMED.
- **PARENT TRAINING**-SPONSOR WORKSHOPS TO IMPROVE PARENTING SKILLS. PROVIDE INCENTIVES. STRESS THE IMPORTANCE OF MODELING POSITIVE BEHAVIORS AND WAYS TO HELP CHILDREN LEARN AT HOME. IN ADDITION, RECRUIT PARENT LEADERS WHO ARE REPRESENTATIVE OF THE STUDENT POPULATION TO ATTEND CONFERENCES AND TRAINING.

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

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

I. School Responsibilities

SCHOOL-PARENT COMPACT

OUR SCHOOL, IN COMPLIANCE WITH THE SECTION 1118 OF TITLE I, PART A OF THE NO CHILD LEFT BEHIND (NCLB) ACT, IS IMPLEMENTING A SCHOOL-PARENT COMPACT TO STRENGTHEN THE CONNECTION AND SUPPORT OF STUDENT ACHIEVEMENT BETWEEN THE SCHOOL AND THE FAMILIES. STAFF AND PARENTS OF STUDENTS PARTICIPATING IN ACTIVITIES AND PROGRAMS FUNDED BY TITLE I, AGREE THAT THIS COMPACT OUTLINES HOW PARENTS, THE ENTIRE SCHOOL STAFF AND STUDENTS WILL SHARE RESPONSIBILITY FOR IMPROVED ACADEMIC ACHIEVEMENT AND THE MEANS BY WHICH A SCHOOL-PARENT PARTNERSHIP WILL BE DEVELOPED TO ENSURE THAT ALL CHILDREN ACHIEVE STATE STANDARDS AND ASSESSMENTS.

SCHOOL RESPONSIBILITIES:

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

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

SUPPORT HOME-SCHOOL RELATIONSHIPS AND IMPROVE COMMUNICATION BY:

- ARRANGING ADDITIONAL MEETINGS AT OTHER FLEXIBLE TIMES (E.G., MORNING, EVENING).
- 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;
- INVOLVE PARENTS IN THE PLANNING PROCESS TO REVIEW, EVALUATE AND IMPROVE THE EXISTING TITLE I PROGRAMS, PARENT INVOLVEMENT POLICY AND THIS COMPACT;
- PROVIDING PARENTS WITH TIMELY INFORMATION REGARDING PERFORMANCE PROFILES AND INDIVIDUAL STUDENT ASSESSMENT RESULTS FOR EACH CHILD AND OTHER PERTINENT INDIVIDUAL SCHOOL INFORMATION; AND
- ENSURE THAT THE PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT ARE DISTRIBUTED AND DISCUSSED WITH PARENTS EACH YEAR;

PROVIDE PARENTS REASONABLE ACCESS TO STAFF BY:

- *ENSURE THAT STAFF WILL HAVE ACCESS TO INTERPRETATION SERVICES IN ORDER TO COMMUNICATE WITH LIMITED ENGLISH SPEAKING PARENTS EFFECTIVELY.*
 - *PLANNING ACTIVITIES FOR PARENTS DURING THE SCHOOL YEAR;*

PROVIDE GENERAL SUPPORT TO PARENTS BY:

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

PARENT/GUARDIAN RESPONSIBILITIES:

- *MONITOR MY CHILD'S ATTENDANCE AND ENSURE THAT MY CHILD ARRIVES TO SCHOOL ON TIME AS WELL AS FOLLOW THE APPROPRIATE PROCEDURES TO INFORM THE SCHOOL WHEN MY CHILD IS ABSENT;*
- *ENSURE THAT MY CHILD COMES TO SCHOOL RESTED BY SETTING A SCHEDULE FOR BEDTIME BASED ON THE NEEDS OF MY CHILD AND HIS/HER AGE;*
 - *CHECK AND ASSIST MY CHILD IN COMPLETING HOMEWORK TASKS, WHEN NECESSARY;*
- *READ TO MY CHILD AND/OR DISCUSS WHAT MY CHILD IS READING EACH DAY (FOR A MINIMUM OF 15 MINUTES)*
 - *SET LIMITS TO THE AMOUNT OF TIME MY CHILD WATCHES TELEVISION OR PLAYS VIDEO GAMES;*
- *PROMOTE POSITIVE USE OF EXTRACURRICULAR TIME SUCH AS, EXTENDED DAY LEARNING OPPORTUNITIES, CLUBS, TEAM SPORTS AND/OR QUALITY FAMILY TIME;*
- *ENCOURAGE MY CHILD TO FOLLOW SCHOOL RULES AND REGULATIONS AND DISCUSS THIS COMPACT WITH MY CHILD;*
 - *VOLUNTEER IN MY CHILD'S SCHOOL OR ASSIST FROM MY HOME AS TIME PERMITS;*
- *PARTICIPATE, AS APPROPRIATE, IN THE DECISIONS RELATING TO MY CHILD'S EDUCATION. I WILL ALSO:*
 - *COMMUNICATE WITH MY CHILD'S TEACHER ABOUT EDUCATIONAL NEEDS AND STAY INFORMED ABOUT THEIR EDUCATION BY PROMPTING READING AND RESPONDING TO ALL NOTICES RECEIVED FROM THE SCHOOL;*
 - *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;*

O TAKE PART IN THE SCHOOL'S PARENT ASSOCIATION OR PARENT-TEACHER ASSOCIATION OR SERVE TO THE EXTENT POSSIBLE ON ADVISORY GROUPS (E.G., SCHOOL OR DISTRICT TITLE I PARENT ADVISORY COUNCILS, SCHOOL OR DISTRICT LEADERSHIP TEAMS; AND

O SHARE RESPONSIBILITY FOR THE IMPROVED ACADEMIC ACHIEVEMENT OF MY CHILD;

STUDENT RESPONSIBILITIES:

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

A. .
DBN: 27Q308

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$251,550.09	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,933,158.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 27	Borough Queens	School Number 308
School Name Robert H. Goddard 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 Joseph Birgeles	Assistant Principal Alana Basmagy Duggan
Coach type here	Coach type here
ESL Teacher Mrs. Tims	Guidance Counselor Amanda Castillo
Teacher/Subject Area Leah Eckroth/ Special Ed	Parent Mrs. Wagner
Teacher/Subject Area type here	Parent Coordinator Roselyn Corcino
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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	598	Total number of ELLs	22	ELLs as share of total student population (%)	3.75%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in										6	5	1	2	14
Pull-out										2	4	1	1	8
Total	0	0	0	0	0	0	0	0	0	8	9	2	3	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	8

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	9	0	1	6	0	3	7	0	4	22

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	9	0	1	6	0	3	7	0	4	22
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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										3	3	4	2	12
Chinese													1	1
Russian														0
Bengali										4	4	1		9
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	7	7	5	3	22								

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)										1	1	0	0	2
Intermediate(I)										4	4	0	0	8
Advanced (A)										3	3	3	3	12
Total	0	8	8	3	3	22								

NYSESLAT Modality Analysis

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

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	7		3	
Integrated Algebra	21		13	
Geometry	8		4	
Algebra 2/Trigonometry	0		0	
Math _____				
Biology	0		0	
Chemistry	0		0	
Earth Science	9		3	
Living Environment	22		9	
Physics	0		0	
Global History and	7		2	
Geography	0		0	
US History and	10		5	
Foreign Language	8		8	
Government	0		0	
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.
 - The Achieve3000.com program provides a baseline Lexile reading score for all students using the program. Through this program, we have learned that students are not comprehending at a level consistent with grade-level standards, and as a result both the ELA and ESL teachers are teaching explicit fluency, decoding, and comprehension strategies to all students who need support in

these areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. The data patterns of many Advanced and Intermediate ELLs in the 11th and 12th grade, show that mainly long-term ELLs (and those at risk of becoming long-term ELLs) are still in the program by the last years of school. These students struggle with all of their academic classes, not necessarily due to their language proficiency. The pushin model is being used to support them in their content area classes which are requirements for graduation.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 3. Based on our past NYSESLAT scores, in general, the students struggled more with Reading/Writing than with Listening/Speaking. For this reason, the pull-out program will focus mainly on the Achieve3000 reading program, with reading skills across subject areas, and writing for a variety of purposes. Our school uses information about AMAO to determine the success or failure of program models and we revamp our program each year to tailor to the needs of students, make it more rigorous and achieve success. Our rates of progress have gone up in the last three years, this is proof that our constant analysis and remodelling is successful.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 4. All answer are for Goddard High School's freestanding ESL program
 - a. The pattern in testing of ELLs is quite clear – they are not passing their Regents exams across grades and proficiency levels. Although there is success on the Algebra Regents. All students take the exams in English, as all class instruction has been in English and we do not offer a bilingual program at Goddard High School. Students are of course given the bilingual glossaries during the test, after they have been taught to use them.
 - b. Our school decided not to opt in to the ELL Periodic Assessments.
 - c. Not applicable.
5. 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](#)).

Not applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Attention is given to the type of native language, whether it comes from a different alphabet system, if there are phonetic differences, cognates, etc. Also, sometimes native languages are predictors of interest. These interests are considering in designing engaging and motivating instruction.
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?

not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 6. We evaluate ourselves using data analysis, test results, student portfolios, and ongoing informal assessment of all ELLs. As such, the success of the ESL program at Goddard High School is still in its formative stages. Successes include students who have passed into the proficient category through hard work in last year's pull-out program, but this year begins a stronger and more comprehensive program of services. Through best practices such as an Inquiry team in each grade to help struggling students including ELLs, pull-out instruction, and a focus on the academic vocabulary and strategies needed to succeed in school, the program continues to better serve the ELLs at our school

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](#).)
 1. Robert H. Goddard High School takes several initial steps in identifying possible ELL students in compliance with CR Part 154. When a child first decides to enroll in our school, the parent must contact the District 27 office. District 27 then informs Robert H. Goddard High School that a student is new to the United States and will be registering. During the registration process, it is required that a trained pedagogue administer the Home Language Identification Survey (HLIS). This includes an informal oral interview in English and in their native language, if possible, and is administered by our guidance counselor, Amanda Castillo or the ESL teacher, Betty Lynn Tims, within three days. We have several languages represented by the ESL teacher and other staff members. Every effort is made to conduct the interview in their native language. If not available, we would contact the translation unit. If a student is identified as a possible ELL, the ESL teacher will then administer the Language Assessment Battery-Revised (LAB-R) to determine placement into our ESL program within three days. In order to assess literacy level in native language, the Spanish LAB-R is administered when applicable within three days. This is all completed within 10 days. If parents do not choose an ELL program, the default is bilingual education. All ELLs are annually evaluated using the NYSESLAT assessment in the spring. Eligibility is determined by ATS reports. The NYSESLAT is administered by a Highly Qualified ESL teacher, Betty Lynn Tims. The test is given in the ESL room during their scheduled pull-out time or during other class time. The speaking is administered individually during a teacher prep period throughout the months of April and May. The results of this administration are used the following school year to determine ELL status and the amount of time the student will be serviced every week.
2. 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.
 2. The program structure in place to ensure that parents understand all 3 options is that we conduct a meeting with all new parents of ELLs. When a new ELL enrolls in Goddard High School, a parent meeting is conducted within 10 days to explain all three options of ESL, Dual Language, and Transitional Bilingual programs. Each option is explained equally and completely. If possible, the meeting is done with an interpreter, an agenda is prepared, and there is a sign in sheet. Parents view the video. Parents receive information about the school system and policies by the parent coordinator. If possible, materials are translated. After, they are given time for questions. A staff member is on hand to translate if the language is available among the staff.
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 [\[see tool kit\]](#).)
 3. The entitlement letters are distributed at the beginning of the year to any new students who have been identified as ELLs. The letters are sent home with the student for their parent. Enclosed with the entitlement letters is a note announcing the parent meeting date and time. We will do everything possible to get the parents to come into the building including calling home or cell phones, sending letters home with the student, or mailing letters to the student's home. We ensure that Parent Survey and Program Selection are returned at this meeting. The letters are then stored in their cumulative folder. The parent coordinator, and/or guidance counselor, Amanda Castillo may also be involved if these documents are not returned. If parents do not select any program, the default is to enroll students in a transitional bilingual program. However, as Goddard HS does not have a bilingual program at this time, we explain to the parents that we will create a new transitional bilingual education program if more than 20 students of the same home language desire the program in two contiguous grade levels. Parents are then able to choose if they want to stay at Goddard with our ESL program or transfer their child to a school with a bilingual program.
4. 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.
 4. The criteria used to place students in an ESL instructional program are the NYSESLAT or LAB-R assessments, as necessary. All

students are assigned to a grade level and class, and serviced with the pull-out and push-in models. Placement letters go home in September of that school year. Goddard just has an ESL program as of now, so parents desiring a bilingual setting are informed of other schools offering this type of program. When 20 parents of the same home language and with students in 2 contiguous grades desire a bilingual program, Goddard will contact those parents who indicate this choice. As we are a small school with a relatively small ELL population (22 students across 4 grades who speak 3 different languages) we do not anticipate having to construct a bilingual program in the near future. Parental choice for the student's placement is recorded in the ELPC screen in ATS within 20 days.

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.
Each year, programming is made and a special location is set aside to test all ELLs in the allotted time frame. Students with IEPs are given appropriate locations according to the regulations. Students who are absent are given make-ups when they return to school. Testing for the speaking is done in April-May. The listening, reading, and writing is given during the month of May over the course of approximately a week, depending on make-ups.
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. 
There has only been one parent choice that has been for a bilingual program in the past few years. The rest of the parents have chosen the free-standing ESL program. Therefore, the program models offered at our school is aligned with parent requests.

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])?
 1. a. ESL instruction at Goddard High School includes a Pull-out organizational model as well as a push-in model. Students who are classified as Beginner, Intermediate or Advanced proficiency level based on their NYSESLAT or LAB-R come to the ESL room or receive push-in support services 5 times per week for three, two, or one period a day respectively to receive small-group instruction in a pull-out environment or in the push-in model. Instruction is provided in listening, speaking, reading, and writing, after careful review of the NYSESLAT and other data to inform the specific skills taught in the classroom. For example, many students have lower scores in the Reading subtests, so the teacher focuses on reading strategies that can transfer to their content area classwork.
 - b. The ESL Pull-out classes are heterogeneous in terms of grades and proficiency levels. For push-in, students are grouped by grade level. Please see the attached ESL teacher's schedule for a clearer picture of the program model at Goddard High School.
2. 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)?
 2. There is one ESL teacher delivering all mandated minutes of service. As the ESL students are mainly grouped together in their mainstream classes, we are able to provide the mandated number of minutes to all ELLs in the school.
 - a. The Beginning level students receive 540 minutes of ESL support per week through pull-out in small groups and push-in and receive lunchtime support. The Intermediate students receive 360 minutes of ESL support per week through pull-out and/or push-in support, with lunchtime support available. The Advanced students attend ELA class 5 times per week, in addition to one period of pull-out or push-in services per week and have lunchtime support available 5 times per week.
3. 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.
 3. Content classes are all taught in English by a highly qualified content-area teacher. The teachers provide differentiated assignments, explicit vocabulary instruction, reading strategy practice, writing prompts, and use technology such as a SMARTboard to provide multisensory lessons with video and audio to enhance motivation and build background. Each student has a laptop available with wireless internet which means they can access various online native language resources such as online dictionaries and translators. Students can write in the native language and have it translated by the ESL teacher (if it is Spanish) and they have classmates who they use as a resource for translation. These are the methods used to make content comprehensible. In order to meet the demands of the Common Core Learning Standards, both the ESL teacher and the content area teachers have created units of study to reflect the more rigorous demands of the common core standards. The freestanding ESL program is based on the Empower3000.com reading program which is based on nonfiction articles and thought questions which require rigorous interaction with the material.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. ELLs are appropriately evaluated in their native languages by being given the LAB-R in Spanish. Also, the students are offered bilingual translations of content area Regents examinations. Also, native language support is provided in the reading program, Achieve3000.com for Spanish language speakers.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Practice NYSESLAT exams are given throughout the year, to assess the four modalities of English acquisition throughout the year. In addition, students are constantly monitored through the application of the lesson plan, which every day incorporates the four modalities.
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).

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

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

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

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

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

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

e. As we are a small school with a small population, former ELLs are kept track of by the ESL teacher. Students are informally interviewed as to their progress, as well as their teachers are asked by the ESL teacher, how they are doing. Appropriate interventions are then determined based on progress. In addition, former ELLs continue to receive their accommodations on the Regents for two years after scoring proficient.

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?

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

:

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?

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

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

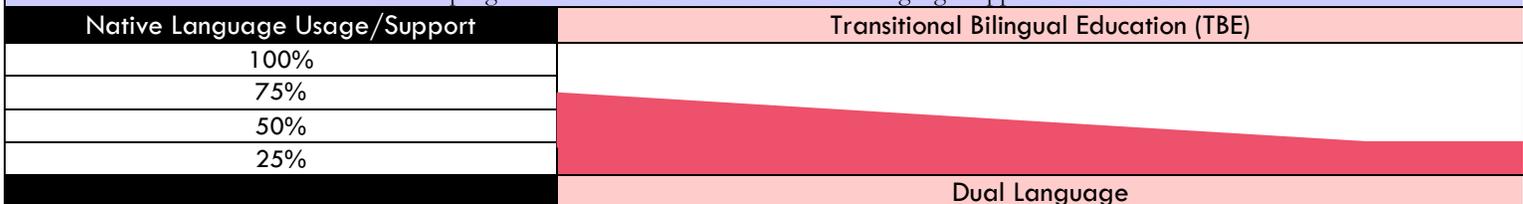
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. ELLs receive targeted intervention programs in ELA in preparation for the English Regents. Students are provided with various forms of scaffolding to allow them to perform at grade level in preparation for their success during independent work on examinations. Students receive instruction based in writing, reading, listening and speaking in order to pass the Regents and score Proficient on the NYSESLAT.
- Furthermore, every teacher at Robert Goddard High School utilizes such sheltered content strategies as building background, activating prior knowledge, teaching and emphasizing vocabulary, and cooperative group work, in order for them to pass their respective Regents exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The Achieve3000.com based reading program educates student on nonfiction content in all the content areas while supporting their language development. This proved very effective as one-third of our students reached proficiency last year. This is a significant improvement from the year before when only 5% of the students reached proficiency. This shows that we are not only improving, but effectively meeting the content area needs of ELL students as well as their language development needs.
11. What new programs or improvements will be considered for the upcoming school year?
11. New programs and improvements for the upcoming year include working from curriculum designed to help ELLs pass the NYSESLAT and the English Regents. The program for Achieve3000.com will be implemented in a whole group instruction format. The requirements for the course will be amped up in order to create more rigor.
12. What programs/services for ELLs will be discontinued and why?
- The idea of a free standing ESL program based on literature will be discontinued due to the new focus on nonfiction as implemented by the common core standards.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded access to all school programs. We offer lunch learners and after school programs for remediation in all Regents classes. There are extracurricular programs after school including clubs, student government, sports, and tutoring.
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 ELL students receive mandated NYS curriculum materials in content areas. In the classroom, students use all applicable text books and Regents review material. Achieve3000 is used in the ESL pull-out model and the ELA classes. This provides non-fiction reading based on their lexile level. Students have access to online dictionaries, and classroom libraries that include Spanish reading materials. During Regents week, native language translations are provided when available.
- Robert H. Goddard High School participates in the iTeach/iLearn laptop program. Teachers utilize a laptop, smartboard and LCD projector to teach their class lessons and enhance learning through building background and engaging multiple-sensory input options. All students, including ELL students, are given a laptop in each classroom so they can take notes, view webcasts, practice for Regents and participate in interactive webquests and other classroom activities. In addition, teachers in all subjects use Castle Learning, an online assessment.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in ESL is delivered through the use of native language glossaries when appropriate, allowing students to write first in their native language before English, and making explicit connections in the classroom between native language vocabulary and English vocabulary (especially Spanish and other Romance languages).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- These services and materials are appropriate for high school age learners. No materials for younger students are used. If something is below grade level it is always high interest.

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.

Before the beginning of the school year, newly enrolled ELLs will visit the enrollment center, where they are given all pertinent information about the school. The ESL teacher may call the home of the child, or pull them out of their first day to give a tour. Furthermore, the student will be given a buddy who speaks the same language (if possible) to make him or her feel as comfortable as possible in the new environment. A new student is explained the expectations and rules of the school by the guidance counselor. This service may or may not be provided in the student's home language.

18. What language electives are offered to ELLs?

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

:

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)?

Not applicable.

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

2. ELL teachers are offered professional development through the network. Focus on common core is common to these PDs and webinars that explain how to create a more rigorous program. In addition, PD through the school is offered which teaches the teachers of ELLs how to engage students in more rigorous lessons through planning common core units of study and tasks.

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

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

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q308 School Name: Robert H. Goddard HS

Cluster: 536 Network: CEI-PEA

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

Part A: Needs Assessment Findings

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

There is a relatively small ELL population at Goddard HS (4% -21 Students). All ELLs are identified through the use of Home Language Surveys and oral interviews at intake. It is then that the language and translation needs are determined. All mailings are reviewed and translated by teachers. All students review hand-outs during academic advisory and during their classes. There is translation via telephone messages.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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