

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q202

School Name:

J.H.S. 202 ROBERT H. GODDARD

Principal:

WILLIAM FITZGERALD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Robert H. Goddard Middle School School Number (DBN): 27q202
Grades Served: 6-8
School Address: 138-30 Lafayette Street
Phone Number: 718-848-0001 Fax: 718-848-8082
School Contact Person: Kuljit Vic Singh Email Address: ksingh@schools.nyc.gov
Principal: William Fitzgerald
UFT Chapter Leader: Barbara Meenan
Parents' Association President: Felicia Duran
SLT Chairperson: Joan Ferrato
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Felicia Duran
Student Representative(s):

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd.
Superintendent's Email Address: Mbarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-348-2994

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd.
Director's Email Address: Tsmith25@schools.nyc.gov
Phone Number: 917-515-3543 Fax: 718-281-3509

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
William Fitzgerald	*Principal or Designee	
Barbara Meenan	*UFT Chapter Leader or Designee	
Felicia Duran	*PA/PTA President or Designated Co-President	
Cathy Cappuccio	DC 37 Representative (staff), if applicable	
Rosemary Adames	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carmen Flores	Parent	
Rachel Karim	Parent	
Ingrid Mejia	Parent	
Joshua Hirschman	Parent	
Italian Estrada	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Barbara Meenan	Teacher	
Joan Ferrato	Teacher	
Mary Lewis	Teacher	
Antonella Theodosiou	Teacher	
Renee Sandie	Teacher	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

MS 202 is a middle school in Ozone Park, Queens with 1,061 students, serving grades 6-8. The school's population is comprised of 48.54% Hispanic, 1.89% Native American, 32.23% Asian, 1.60% Hawaiian/Pacific Islander, 7.63% Black, 7.92% White and .19% Multi-Racial. The student body also includes 15.93% Special Education students and 9.80% English Language Learners. Boys account for 52.40% of the students enrolled, while girls account for 47.60%. The average attendance rate for the school for SY 2014-2015 was 95.3% and average class size is 30 students. MS 202's mission is to prepare our students for the rigorous demands of the academic and work worlds so they may reach their potential as self-directed, creative and socially responsible individuals. To this end, we offer a program complimented by our updated technology (Smartboards, iPads, iPad minis), in addition to our expanding Arts program, which includes, visual arts, band, chorus and drama. Our goal is to provide a rigorous, challenging, yet balanced, creative, and comprehensive education which best supports our students during, what can be best described as, a very critical and pivotal time in their lives. Our ultimate goal is to create adept, autonomous, independent, responsible and reflective individuals who are prepared to take on the rigors of high school, college and eventually a career. We have established partnerships with SAYA! (South Asian Youth Action), which is an afterschool program that serves many of our students. Since we are a Title 1 school, SAYA! affords many of students the necessary after school support they need in the areas of homework help, while providing extra-curricular activities such as soccer, coding, and even violin. We also have the TIF (Teacher Incentive Fund) program, which is a federal grant that allows us to retain high caliber talent by compensating the vetted and selected teachers, who in turn, are responsible for proving the Professional Learning in the building. Through our expanding Arts programs our students are fortunate enough to showcase their talent at Queens College, as well as Carnegie Hall as participants of an honors band program. This early exposure to premier musical locations elevates their confidence and leaves an indelible mark in their middle school memory. Last year the number of students attaining proficiency on the NYS ELA increased, while the number of students attaining proficiency in NYS Math decreased. As a result, we purchased a new math curriculum, Go Math, due to the dissatisfaction expressed by teachers and students alike with its predecessor. In order address the identified concerns and to further improve, we are focusing on three areas from the Framework for Great Schools for this upcoming school year. Those three areas are: Rigorous Instruction, Collaborative Teaching, and Effective Leadership.

27Q202 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1059	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	8	# SETSS	N/A	# Integrated Collaborative Teaching
				28
Types and Number of Special Classes (2014-15)				
# Visual Arts	25	# Music	18	# Drama
# Foreign Language	27	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	73.8%	% Attendance Rate		93.8%
% Free Lunch	75.8%	% Reduced Lunch		11.4%
% Limited English Proficient	9.0%	% Students with Disabilities		14.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.4%	% Black or African American		8.0%
% Hispanic or Latino	49.2%	% Asian or Native Hawaiian/Pacific Islander		33.2%
% White	7.0%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.3	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.19
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4		32.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		54.7%
Student Performance for High Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		95.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

-Percentage of students achieving level 3 or 4 on 2015 NYS ELA exceeded both peer and city groups. The overall scores on the 2015 NYS Math showed a decrease in proficiency as compared to the previous year.
 -Based on the results of the 2014-2015 Learning Environment Survey, staff felt we had strengths in Shifts in math and quality of student discussions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, 20% of students in grades 6-8 will show improvement on performance based assessments as measured by rubrics on a minimum of two Common Core aligned performance based assessments (Ed. Performance) that students complete during the 2015-2016 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
Math teachers will work in PLCs to ensure vertical alignment of Go Math Curriculum to better prepare students for the rigors of the Common Core.	All students	September 2015-April 2016	Assistant Principal, Math Coach, TIF teachers

SWDs and ENLs will be closely monitored for progress and tracked to ensure all accommodations are being met.	ENLs, SWDs	September 2015-April 2016	Assistant Principal, Math Coach, TIF teachers
Parents will kept informed of teacher practice, curriculum and testing by utilizing Tuesday’s parent involvement time, Skedula, School Website, letters, emails and phone calls.	Parents, ENL parents	September 2015-June 2016	Assistant Principal, Math Coach, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Monday PLOs, per session for teachers, workshops , TIF, Advance observations, Go Math, Dreambox, Teachers will meet in grade level and cross functional teams to review benchmark data, Lunch learners, Periodic benchmarks.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Assessments will be given in September 2015 to establish baselines. By February 2016, 10 % of students will show growth based on the mid point benchmarks. After concluding a re-assessment, any necessary adjustments will be made based on the findings.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

-2014-2015 Learning Environment Survey results indicate strong areas of peer collaboration and school commitment .
 -2014-2015 Quality Review points to Well Developed in the area of “How Well do teachers work with one another.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all collaborative teacher teams will participate in professional learning opportunities to improve student engagement as measured by a 10% increase of effective and highly effective teachers in domain 3c in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Mondays differentiated PLOs, Weekly cabinet meetings, Weekly lead teacher meetings, Teacher meetings, Inquiry cycle, MSQI, Teaching Matters.	Teachers	September 2015-June 2016	Assistant Principals, Coaches, Leads
MSQI	Teachers	September 2015-June 2016	Assistant Principals, Coaches, Leads

NYC Accounts, School Messenger, Skedula, Letters home, School website, Parent Involvement Tuesday time, SLT, PTA.	Parents	September 2015-June 2016	Assistant Principals, Coaches, Leads

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Coaches, Data specialist, Leads, TIF, Inquiry, Monday PLOs.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, we will review Advance data to determine how many teachers have moved from developing to effective as a result of the PLO attendance, inter-visits and employment of other evaluator recommendations.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014-2015 Learning Environment Survey results, teachers value the Principal's instructional leadership.

According to the 2014-2015 Learning Environment Survey results, teachers value the school’s program coherence.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 15% of teachers rating effective and highly effective for component 3d, Using Assessment in Instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Through the observation process and the Framework, school administration will identify teachers’ strengths and needs areas in order to provide specific feedback and support for improvement</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals</p>

Coaches (Instructional Leads) will provide targeted support to teachers identified as developing or ineffective.	Select Teachers	September 2015-June 2016	Principal, Assistant Principals
ENL teachers, as well as Special Education teachers will meet regularly to discuss best practices and identify strategies to improve practice. The necessary PLOs will be made available via in-house or externally further develop teachers to provide all learners access to content.	All staff/ENLs/SWDs	September 2015-June 2016	Assistant Principals, Coaches
Parent workshops will be provided to familiarize parents with the program and instruction.	Parents	September 2015-June 2016	Select staff members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Assistant principals, ESL teachers, Coaches, TIF, Monday PL time.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, teachers will have had professional learning opportunities to provide them with the necessary tools to ensure instruction is scaffolded to meet the diverse needs of the student population.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teachers meet in PLCs to identify student in the lowest third.	Placement of students in self-contained classes for grade 6, 7 and 8 for targeted students in Level 1 and 2 (General Education, including ENLs scoring below proficiency on NYSESLAT) with reduced Student-Teacher Ratio, enabling small group instruction during the school day based on assessed needs. A Push In/Pull out AIS teacher will provide small group and individualized instruction during the school day for targeted At Risk students	Education will incorporate small group instruction, targeted students at risk, targeted Level 1 and 2 students (General Education, Special Education, including ENLs scoring below proficiency on NYSESLAT.	During the school day, after, School and/or before School, Saturday Academy

		<p>based on assessed needs incorporating ELA strategies with frequency based on need. At Risk SETSS provides small group instruction for targeted, non-mandated students during the school day based on assessed needs. At Risk Speech and Language Therapy provides small group instruction during the school day for targeted, non-mandated students based on assessed needs. Teacher supervised Peer Tutoring provided for targeted students at risk of failing required courses</p> <p>(Including ENLs), before or after school or during lunch</p>		
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		<p>periods, with ongoing progress monitored.</p> <p>Saturday ENL Academy beginning Jan. 2016</p> <p>An After School or Before School Academy for targeted Level 1 and 2 students (General Education, Special Education, including ENLs scoring below proficiency on NYSESLAT) provides skills driven instruction based on assessed needs once or twice weekly according to the following schedule (Grades 6-8 Jan-March) ELA</p>		
<p>Mathematics</p>	<p>Teachers meet in PLCs to identify student in the lowest third.</p>	<p>At Risk SETSS provides small group instruction during the school day for targeted, non-mandated students based on assessed needs.</p> <p>Circular 6R Tutoring in all subject areas for targeted Level 1 students (General Education or Special Education, ENLs scoring below proficiency on NYSESLAT) in all grades</p>	<p>Small group instruction, individualized instruction targeted students at risk, targeted Level 1 and 2 students</p>	<p>During the school day, after, School and/or before School, Saturday Academy</p>

		<p>provides small group and individualized instruction during the school day with frequency based on assessed needs. Teacher supervised Peer Tutoring provided for targeted students at risk of failing required courses (including ENLs), before or after school or during lunch periods, with ongoing progress monitored An After School or Before School Academy for targeted Level 1 and 2 students (General Education, Special Education, including ENLs scoring below proficiency on NYSESLAT) provides skills driven instruction based on assessed needs once or twice</p>		
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		<p>weekly according to the following schedule:</p> <p>Grades 6-8 January-March (ELA)</p> <p>o Grades 6-8 January-April (Mathematics)</p> <p>Summer School in all grades for targeted Level 1 students (General Education and Special Education, ENLs scoring below proficiency on NYSESLAT) provides small group and individualized instruction with frequency based on assessed needs.</p>		
Science	Teachers meet in PLCs to identify student in the lowest third.	MS 202Q follows the Prototype model customized for middle school science classrooms that utilizes the workshop model coupled with components of the scientific method of discovery. The curriculum follows the NYS Board of Regents guidelines. We focus on inquiry-based and project-based instruction/ investigations and hands-on activities. The Scientific method is one approach employed for laboratory and controlled investigations. Teachers promote reading, discussing, and using expository text strategies to	Small group, individual instruction	Before and after school enrichment

		<p>understand content. Journal writing techniques coupled with small group and differentiated instruction support our students' success. Other areas of writing include written and oral reports, and presentations. Teachers also focus on effective DOK questioning techniques to facilitate productive accountable discussion, investigations and support student growth on the NYS Grade 8 Science exam. Since the school had not met AYP three years in a row and is currently a LAP school, a number of changes have been implemented to address this issue and thus meet AYP. We have re-aligned the curriculum in grade 6 to meet student needs and bridge a historic gap from grade 6 to grade 8. We have also ordered Boardworks, which is a software, that includes a number of mini lessons for struggling students. Science teachers' C6Rs have been re-programmed for AIS for grade 8 who will be taking the NYS Science exam in June 2016.</p>		
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Social Studies	Teachers meet in PLCs to identify student in the lowest third.	MS 202Q provides Social Studies instruction aligned with the New York City Standards Social Studies and the New York State Core Curriculum. The Social Studies curriculum focuses on document-based and project-based instruction with reading, discussing, and using expository text strategies. Writing includes journal writing, 4-Square writing techniques, written and oral reports, and presentations. MS 202 teachers work with students in small group and differentiated instruction using effective questioning techniques to facilitate productive accountable discussions and investigations. Teachers employ multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, 8 th grade exit projects, Applied Learning Standards projects and previous NYS Social Studies exams will be utilized to guide instruction.	Small group, individual instruction	Before and after school enrichment
At-risk services (e.g. provided by the Guidance Counselor,	Teachers meet in PLCs to identify	Each School Guidance Counselor will work with students in his	Individual, small group	During school

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>student in the lowest third.</p>	<p>or her respective grade grade in providing the necessary support. Guidance counselors have been trained in Life Space Crisis Intervention, and are skilled at helping students in crisis. Additionally, both Guidance counselors are trained in peer mediation and conflict resolution. The Life Space Crisis Intervention model was presented to the entire staff last year, and will presented again this year. There are guidance classroom lessons done throughout the year that touch on physical and emotional safety. Additionally, Grade wide assemblies are done to make students aware of the many challenges both emotionally and socially that exist in today's world. Guidance will also work with students in a small group setting (maximum 5 students at a time) or on an individual basis to address any concerns or behavioral issues which may be affecting the students' academic success. Students may meet on a weekly basis during a lunch period or on an as needed basis, during the school day.</p>		
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		<p>School Social Worker worked with students in the 8th grade to address any problems at home or in the students' life that the students may be dealing with that is affecting their academic success in school. Students meet during the school day with the social worker on an individual basis.</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • The rigors of the CCSS as it applies to students and staff are addressed in a number of ways. The cabinet meets weekly to review current trends and data such as the NYS Math and NYS ELA exam results, as well as Advance trends to prioritize. Once prioritized, the cabinet shares its findings with the school's instructional leads during the weekly Coaches meeting. It is then the coaches' responsibility to design meaningful PD to meet the students' and teachers' needs, which is delivered to staff during the Monday afternoon PD time. Model teachers within the building, who are a part of TIF, showcase model lessons within their classroom and invite inter visits. While instructional leads create and execute the majority of the internal PDs on Mondays, staff is also encouraged to volunteer to present their area of expertise in the form of a PD titled, "Teachers teaching teacher," the content of which is dependent upon teacher discretion and administrative approval. Teachers are also surveyed as an ongoing means of finding out teachers' needs areas and getting a pulse of the building to further tailor and differentiate the PD. These methodologies aid in building capacity throughout the school. <p>Additionally, teachers are encouraged to seek out external PDs, as well as attend PDs offered by the Queens BFSC.</p> <p>Looking at student work is yet another integral part of the overall Inquiry process, which requires tailoring the PDs to meet students' needs to further close gaps and have better student outcomes.</p> <ul style="list-style-type: none"> • Instructional leads will be assigned to mentor new teachers and to support struggling teachers.

- The Special Education supervisor reviews the P.Weekly for assistance in Para-professional training to help support the school's instructional goals. Para-professional training focuses on the para's role inside self-contained and CTT classrooms. Para-professionals have also received SESIS training.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet weekly during common planning periods and Monday Professional Development. Lead teachers are in constant communication with Professional Development cluster to discuss issues and concerns related to ongoing assessments. In June, the department chairperson meets with teachers to discuss assessment options before determining selection for periodic assessment

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	500,912.00	X	5a, 5c, 5d, 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,780.00	X	5a, 5c, 5d, 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,670,413.00	X	5a, 5c, 5d, 6

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Statement of Parent Involvement Policy

Robert H. Goddard Middle School 202

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

- We will join parents to provide for the health, and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. We will also provide training and information to help families understand their children's development and how to support the changes the children undergo.
- We will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, flyers, newsletters, pamphlets. Additional communication will be in a form that families find understandable and useful (Including ARIS parent link, Skedula, School Messenger, and the MS 202 Website: (<http://schools.nyc.gov/schoolportals/27/q202/default.htm>)).
- Parents can make significant contributions to the school environment and functioning of the school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading, Parent Teacher Association (PTA) resource centers, book sales, following directions, etc...)
- We will assist parents in having meaningful roles in the school decision making process. The school will provide parents with training and information so they can maximize this opportunity.
- We will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- When necessary, we will have translators available, so parents with limited English fluency can understand the proceedings at the PTA meetings. Additional accommodations will be available for parents with disabilities so they can also attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional Support, an outreach will be made to parents of students in temporary housing (STH) so these families can be involved in parent/school activities.
- We will hold Student of the Month celebrations in conjunction with the PTA meetings and an Honors Assembly at the end of each quarter.
- Two weeks prior to the start of the month, we will distribute the school calendar, informing parents of upcoming school events.
- We will also have a monthly newsletter.
- We will hold Saturday English New Language (ENL) and computer workshops to aid in educating parents.
- At our Open House, the parents of English New Language learners/Limited Proficiency (ENL/LEP) students will receive an orientation session on state standards assessment programs, school expectations, and general program requirements for bilingual education and/or free standing ESL programs.

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

Professional Development:

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

- Annual evaluation of the Parent Involvement Policy

School-Parent Compact

Required of all schools

May be last years but must be updated

Robert H. Goddard MS 202 Queens

Parent Compact-Title 1

MS202 agrees to implement the following statutory requirements:

- The school has placed into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school ensures that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school incorporates this parental involvement policy into its school improvement plan.
- In carrying out Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and , to the extent practicable, in a language parents understand.
- The school involves the parents of children served in Title 1, Part A programs in decisions about how the 1% of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

o Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-

- ♣ That parents plan an integral role in assisting their child's learning
- ♣ That parents are encouraged to be actively involved in their child's education in school
- ♣ That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA
- ♣ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

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

- Parents and school staff will meet to develop the Parent Involvement Plan
- Parent Coordinators facilitate parent involvement activities in collaboration with the Parents' Association
- At the regional level, the Office of Parent Support monitors all parent involvement activities
- A comprehensive range of opportunities for parents to become informed, in a timely manner regarding how the program will be designed, operated and evaluated will be established

- After consultation with and review by parents, a written plan will be established to ensure parents are involved in the planning, design and implementation of programs
- The school will provide such reasonable support for parent involvement activities as parents may request
- The School Leadership Team will be involved in the planning to involve parents
- All parents will be informed and invited to meetings to explain programs in an understandable, uniform format in a language the parents can understand
- Monthly PAC and DAC meetings each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change
- Parents will participate in school activities and school based announcements to keep parents informed of school events; These include Parent Association meetings, multicultural fairs, school assemblies, trips and other special events
- Funds (a minimum of 1%) may be provided for parent trips related to school and parent involvement activities
- School visits by parents to view school based programs and activities will be supported

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

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

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

The Parent Coordinator will do the following:

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

- Conduct workshops to instruct parents on they can assist their child at home with their homework
- Partner with the Academic Intervention Staff to explain standardized exams to parents at Parent Teacher Conferences and Parent Coordinator meetings.
- Provide strategies for parents to assist their child in preparing by practicing for these exams
- Conduct outreach to engage parents in their child’s education

School Responsibilities:

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

MS 202 Queens will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that will enable the participating children to meet the State’s student academic achievement standards
- Hold Parent Teacher Conferences during which the Parent Compact will be discussed as it relates to the individual child’s achievement. Those conferences will be held in the Autumn and Spring
- Provide parents with frequent reports on their child’s progress using methods such as: Phone calls, report cards, progress reports, Datacation (Skedula), Instant Messenger, parent-teacher meeting, etc...
- Provide parents with reasonable access to staff. Staff will be available for consultation with parent as follows: Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as needed by parents and interested parties
- Involve parents in the planning, review and improvement of the school’s Parent Involvement Policy, in an organized, ongoing and timely manner
- Involve parents in the joint development of any School-Wide Program Plan (SWP Schools), in an organized, ongoing and timely manner
- Hold an annual meeting to inform parents of the school’s participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will hold the meeting at a convenient time to parents, and will offer a flexible number of additional parent involvement meetings, such as in the morning or evening, so as to maximize attendance. The school will also invite all parents of children participating in Title 1, Part A programs (participating students), to this meeting and encourage them to attend
- Provide information to the parents of participating students in an understandable and uniform format, including alternative formats upon the requests of parents with disabilities, and, to the extent possible, in a language that parents can understand
- Provide to parents of participating children information in a timely manner regarding Title 1, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure a child’s progress, and the proficiency levels students are expected to meet
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as reasonably possible
- Provide to each parent an individual student report about the performance of their child on the State assessments in Math and English Language Arts
- Provide each parent timely notice when their child has been assigned or has been taught four (4) or more consecutive weeks by a teacher who is not is not highly qualified within the meaning of the term in section 200.56 of Title 1

Parent Responsibilities:

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

- Monitoring attendance

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

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. We will accomplish this by doing the following:

- Doing homework every night and asking for help as needed
- Completing all project or assignments in a timely fashion
- Studying for tests and quizzes for a reasonable time
- Paying attention to teachers as they are facilitating the class
- Participating in class discussions and engaging in accountable talk
- Reading a minimum of 30 minutes every day outside of school
- Giving my parents/guardians all notices and information received in a timely manner and responding accordingly
- Responding to teachers requests Adhering to all policies and rules set forward by the school (Including the Uniform Dress Code)

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Robert H. Goddard</u>	DBN: <u>27q202</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ We invite all of our Ells to attend a Saturday Academy program. This program historically services approximately 40 of our ESL students. A supervisor oversees the program. There are no other programs running on Saturday. The supervisor arrives by 8:00 am and leaves at 1:00 pm to insure the safe arrival and departure of students. The supervisor serves the breakfast and lunch and provides food services with the accountability numbers of meals served, as the meals are free from school food services. The Saturday Academy runs for 12 sessions, beginning 12/6 and runs as follows: 12/13, 12/20, 01/10, 01/24/, 01/31, 2/7, 2/28, 3/7, 3/14, 3/21, 3/28. The direct instruction will consist of two hours of academic work with the ESL and ELA teacher servicing 20 students, while the second group of 20 students will be serviced by one hour of music and one hour of physical education. Then the groups will rotate having the direct instruction of academics with the ELA and ESL teacher servicing the twenty students that were in music and physical education. The students will be grouped according to their level; Beginners/Intermediates and Advanced students. The program begins at 8:00 am for breakfast, instruction begins at 8:30 am until 10:30 am. Lunch is provided at 12:30 pm. The content teachers are licensed as follows: music license, one special education (with an AED certification for the physical education portion), and ELA license. The ELA teacher also services a grade 6 ESL class that is self-contained. Therefore her knowledge of these students and their needs are vast. We accommodate any ESL student that wants to attend. All subgroups are represented, SIFE, Newcomers, Ells with IEP's and long term Ells. They are grouped either by grade or NYSESLAT level depending on the enrollment logistics. The ESL teacher provides the academic instruction alongside the ELA. We have found that the social skills in the physical education portion, (eg: teamwork, sportsmanship, and coordination and health awareness, are valuable for these students. At the end of their physical education session students will write a paragraph describing the activity they learned. The music instruction is stemming from the interest levels of these students. They clearly love music and express interest in their desire to learn either an instrument or explore the various attributes of music. The music teacher has many instruments and experience in teaching band/orchestra/rhythm, etc. which contribute to a holistic education. This music hour will take place in our music room and will expose these students to culture and the arts, as well as enhance their listening skills. We have had tremendous success with the Saturday Academy for over 9 years. The teachers will be using several online programs, such as Achieve 3000, Mindplay, MyOn Reader, as well as Access, National Geographic Inside, NYSESLAT Prep: Continental New York Ells, depending on the needs of the students. The classrooms are equipped with SmartBoards, iPads and laptops. If ESL students are provided with explicit instruction they will be able to achieve the skills and strategies necessary to navigate through a variety of text and be able to respond to questions regarding that text.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _____ The training for the relevant software programs are from a variety of levels. For example Achieve 3000 is a program that we have been using for several years. Our coaches and staff are constantly upgrading their knowledge through webinars, in house PD from Achieve, which took place on Monday, 10/20, Monday and Tuesday collaborations and common prep periods where study groups are offered. The weekly ESL meetings are conducted in my office each Monday period 1, where we discuss and share information on programs, students, trends, etc. Agendas and sign-in sheets are kept. The meeting consists of our 2 ESL teachers, our grade 6 ELA teacher who services a self-contained ESL class, Ms. Faratro who teaches grade 6 ESL twice a week using the Mindplay program, our literacy coach and sometimes our pupil personnel secretary. The topics are not always pre-meditated, as this meeting is an opportunity for discussion, RLAT review, new admits, ELL interim assessment schedules and data, NYSESLAT field test coming up, etc. We make sure appropriate glossaries are provided for each content area in the appropriate language for each student. Professional learning opportunities are discussed, those offered from DELLSS and the Network, 210. These meetings help us understand what is happening with specific students, parent outreach plans, how programs are working, if students are engaged and how we can continue to meet the needs of our Title III population.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ The ESL breakfast took place October 1st, organized by the Parent Coordinator. Every ELL parent was invited, via backpack letter and phone calls. The topics that were covered were parent choice, the video on the DOE site was viewed, PTA meetings and student of the month were discussed and a meet and greet of the ESL providers took place. The November PTA meeting is part of our monthly PTA, but we thought to invite ESL parents to an evening meeting as part of catering to the needs of those that might work during the day. The same topics will be discussed that were in the Breakfast meeting, but we are always open to questions and requests. Tuesday afternoon blocks are the Chancellors' request for parent outreach. All teachers servicing ESL students are given time to call or meet with or make appointments to meet with parents of these Title III students. Attendance sheets and agendas are always maintained for each event. Parents are notified of events and activities in a variety of ways, Skedula, backpack letters home in their home language, School Messenger, and phone calls. We are fortunate to have several pedagogues who can speak other languages and we make use of the Language Interpretation phone access. These outreaches occur throughout the school year on a regular basis- daily, weekly and/or monthly. There are many topics relevant to parents of ESL students. The Parent Coordinator reaches out to organize workshops such as nutrition, employment and housing. We also reach out to parents to teach them how to use the Datacratic website and stay informed about their child's school progress. The DELLSS office also posted videos and curriculum aligned with the Common Core standards, which have been turn-keyed to teachers servicing ESL students.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal William Fitzgerald	Assistant Principal Stacy Mizrahi
Coach Sue Perrone	Coach Kelly Barton
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Brendan Lawler
Teacher/Subject Area Tina Black/ENL	Parent Felicia Duran
Teacher/Subject Area Mary Lewis/ELA	Parent Coordinator Judy Rea
Related-Service Provider James Stephen/ENL	Borough Field Support Center Staff Member Josh Metz
Superintendent Mary Barton	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1071	Total number of ELLs	80	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	18
SIFE	14	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	50	14		16			2			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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

**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	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							9	13	22					0
Chinese							1							0
Russian														0
Bengali							5	5	2					0
Urdu														0
Arabic							2	2	2					0
Haitian														0
French														0
Korean														0
Punjabi							1		1					0
Polish														0
Albanian														0
Other Hindi/ Hindi/							1	2	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							6	4	4					0
Emerging (Low Intermediate)							1	0	2					0
Transitioning (High Intermediate)							3	1	6					0
Expanding (Advanced)							8	13	15					0
Commanding (Proficient)							6	13	12					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							2	1	2					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							18	19	19					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	6	0	0	0
7	19	10	0	0	0
8	20	6	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	16		18		1		1		0
7	26		7		0		0		0
8	22		7		1		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	9		17		3		0		0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We will use Performance Series to determine a lexile level, as well as, the ELL interim assessment provided by periodic assessment. For the newcomers, the NYSITELL will be used to determine their literacy skills. The data provides a lens into their phonemic awareness, decoding, fluency and comprehension. This data helps inform our instructional plan by allowing the teacher to analyze and dig deeper into the students strengths and weaknesses, so an entry point can be determined and short term goals be set.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns reveal that our students have achieved expanding levels on last years NYSESLAT and almost all of our ENL students made significant gains from the previous year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO tool is used to monitor academic progress from year to year. We use the data to determine which programs may fit the needs of our students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We find that students come throughout the school year and it is difficult to predict how many newcomers we will receive. Performance levels vary each year, as do the countries that our students come from. Our students tend to show improvement on the NYSESLAT, but still struggle in NYS ELA testing. The periodic assessments usually reveal difficulty in writing and reading. The home language is used from the NYS glossaries for each content area. The state does not provide tests in Bengali, which is our largest incoming population. The periodic assessments show the school gaps in learning and which standards need to be addressed. We find that many students are not proficient in their home language or English. The patterns found in the freestanding program are as follows:

 - They usually make progress on both the NYSESLAT and NYS Math exams

- Their lexile reading levels, after using Achieve 3000 and MyOn Reader show growth depending on usage and participation
- Most students prefer to take the test in English, however both tests are provided along with translated glossaries, which are also used in the classrooms
- Newcomers usually are able to participate with the tasks given to the intermediate and advanced students, sometimes with peer assistance, during the course of the year

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

- As the ELL students progress, they have the opportunity to be grouped with general education students and stay on task with the class work
- They are also able to continue working independently using the digital literacy programs to increase their lexile level
- We find opportunities to provide the push-in model with ESL support in content area classes as well as ELA compliance servicing

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
We are a 6,7,8 grade school.

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

We use several tools for reviewing and analyzing assessment data:

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

Picture Dictionaries with digital supports and workbooks for several levels: EN, EM, TR

We monitor the usage of these programs and the growth from their baseline lexile levels, to the responses on the thought question on the Achieve. We watch growth through lexile level progress, conversation, class work, writing tasks and assessments. Teachers and

staff include the ELLs in all programs and activities, for example, talent show, Spanish heritage, cultural diversity workshops, dances and we look at the number of participants, attendance, etc. We also have student of the month and honor the students at our monthly PTA meetings.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The identification process:

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

The parent or guardian of all new admits, wherever they come from, fills out a HLIS form and an interview with the student and parent take place. The students' eligibility to take NYS Identification test for English Language Learners is determined. The NYSITELL is administered.

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

The parents are notified, by the pupil secretary, if their child is entitled to ENL services. Notification letters are distributed and collected.

A Parent orientation meeting is arranged by the Parent Coordinator several times throughout the year.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students are asked to read out loud and then asked a series of comprehension questions in addition to the SIFE questionnaire on the intranet. During the initial parent interview we ask about the education their child has received in their home country and if there is a report card. We continue our outreach on Tuesdays and invite parents/guardians to discuss their child's progress. During the HLS interview process, we question parents regarding their child's previous education. We ask for documentation from the last school they attended. We carefully monitor student work and note the progress of each child.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT consists of the school psychologist, teachers, SIT, and we ask if the child has had an IEP prior to placement. We can provide the student with comparable services until an evaluation occurs. They are then scheduled to be serviced by an ENL teacher, most likely in a pull-out group.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teachers make sure that each student is provided with the notification letters to deliver home by backpack to their parent/guardian. The NYSITELL is scanned after the student has completed, and the teacher has scored, the written portion. This takes place within 10 days.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The student may go through the ELL Re-Identification Process. This allows parents, schools, and students who believe a student may have been misidentified as an ELL or non-ELL to request the Identification Process be administered a second time. The school initiates a review of the ELL status determination. Upon receipt of this written request, the process must be complete within 10 school days of the notice, unless CSE is involved, then they receive a 20 day window. The ENL team collects and keeps copies of all documents: continuation letters, placement letters,

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

A parent orientation is held, by invitation from the PC, within the first month of school. When new students arrive after this date we also invite them to come and talk with the parent coordinator. The Parent Coordinator, Judy Rea; the PTA President, the assistant

principal in charge of ENL, Stacy Mizrahi and any ENL teachers who are free during that time period. Parents are encouraged to ask questions to any of the people present. We explain that the program in our school building is a free-standing one, grade 6 self contained with ELL students only, but grade 7 & 8 are combined with general education students. The Ell's are placed according to their level to ensure compliance issues are met. We often have interpreters available. The programs are explained and what we offer is explained. If a parent does not want the program offered here, we refer them to schools that may have what they want.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We ask students to be responsible to return these important documents. We invite parents to our breakfast, reach out by phone, and express the importance of these documents to be kept on file.
9. Describe how your school ensures that placement parent notification letters are distributed. We send the placement notification letters home and follow-up with each student individually until they are all returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). We keep all documentation in an ENL designated binder. The HLIS is placed in the student's cumulative record.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. We check the RLAT weekly to make sure our students are being serviced and placed correctly. We prepare the students for the NYSESLAT through daily instruction and our ENL Saturday Academy. The testing coordinator informs all parents of the exam and the exam dates and a testing schedule is created by grade level and modality.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The distribution process is the same as the other documentation collection. We continue to invite parents to school as well as phone calls home, back packing letters in the home language and explaining the importance of these documents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The trend is that the parents are interested in a school location close to home, as this makes the transition easier for parents and students and allows students to form friendships within their community.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

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

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Each class program is structured to contain the mandated number of instructional minutes according to proficiency levels, as per CR Part 154. The EN, EM and TR students receive 8 periods each week of ENL support from a licensed ENL teacher. The EX students receive 4 periods each week for their ENL servicing, either push-in or pull-out, depending on the class and the number of students. The special education ENL students are also serviced, but they are pulled out, and grouped according to their NYSESLAT level and serviced either 4 periods each week or 8 periods each week. The Commanding and Proficient students, from the previous year, will receive at least 2 periods per week of ENL servicing.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

Grade 7 & 8 are push-in models based on NYSESLAT level. These students are mainstreamed into general education classes, grouped by NYSESLAT level homogeneously. Students are placed where they can receive the appropriate amount of ENL servicing. An ENL teacher services these students either 4 or 8 periods per week and in some cases additional support is provided in content classes. SWD, who are also considered ELLs, are grouped for pull-out services with a licensed ENL teacher based on their NYSESLAT levels. The CCLS are used within the Codex curriculum in ELA, the Go Math curriculum contains a Spanish alongside the English, many math teachers have attended the oell math CCLS workshops, in other content areas we provide translation glossaries, textbook modification, and an ENL teacher provides support, whenever we can, in social studies and science.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Grade 7 & 8 are push-in models based on NYSESLAT level. These students are mainstreamed into general education classes, grouped by NYSESLAT level homogeneously. EN, EM,TR are grouped in one class, EX in another class and CM in yet another. An ENL teacher services these students either 2,4, or 8 periods per week and in some cases additional support is provided in content classes. SWD, who are also considered ENLs, are grouped for pull-out services with a licensed ENL teacher based on their NYSESLAT levels.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Grade 6 students are self-contained, grade 7 & 8 are distributed into general ed classes based on their level. ENL instruction is in accordance with the CR 154, students scoring EN, EM, TR receiving 360 minutes per week of ENL instruction, while EX ELLs receive 180 minutes per week along with their 180 minutes of ELA instruction. Former ELL, CM and Proficient students receive 90 minutes of instruction (2 periods) per week and SIFE students are also placed according to their grade and NYSESLAT level. Classes are programmed as double blocks, when possible, for maximum exposure to the language. Emphasis is placed on strong teacher

modeling literacy strategies and addressing the literacy shifts in the instructional expectations of the DOE. The curriculum embeds daily writing and discussion in order to build the stamina of our ENL students. They are taught to gather evidence, organize ideas, construct a thesis statement, understand convention, peer revision and celebration of their published product. We assess based on their NYSESLAT scores over time. We look at the scores for each modality across a 3 year period. We also provide the ENL students with a baseline lexile level test, and an interim assessment. The MyOn Reader constantly assesses their reading progress as does the Achieve 3000 program. Newcomers use the Access program and the Heinline Picture Dictionary program. They each have a pre-test, specific thematic units and unit tests and lesson assessments. The ELL interim assessment tests all four modalities and is administered twice during the school year.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

Instruction is developed in several ways:

Teachers push-in for a co-teaching model to differentiate instruction more cautiously and students are also pulled-out to enhance meaning, for those who need a more restrictive learning environment. Programs such as Achieve 3000, Discovery, MyOn Reader, Brainpop, Flocabulary, Boardworks, Starfall, are available through technology, while Word Generation, Codex, Go Math, are modified to meet the needs of the English Language Learner, using Universal Design for Learning.

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

Transitional students are closely monitored and instruction is differentiated. Conferring with students is an important part of instruction as teachers get a sense of the speaking and listening abilities of their students while developing a relationship. SIFE students are integrated into the appropriate level class and special needs students are grouped for pull out instruction by an ENL teacher.

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

All students are invited to participate in the Saturday ESL Academy that usually runs for 12 sessions during the course of the year. This helps prepare them for the NYSESLAT, and ELA exam, teaching strategies for testing as well instilling language acquisition skills, reinforcing phonics, decoding, grammar and fluency. Breakfast and lunch are provided and a physical component, along with music creates a holistic program. The academy is by grade and taught by ENL teachers, when available or an ELA teacher.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

We have not had to re-identify students. However, we are frequently looking at and analyzing data and student progress.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

Our self-contained classes are paralleled with the general education classes, providing the flexible scheduling needed to achieve their IEP goals and attain English proficiency.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

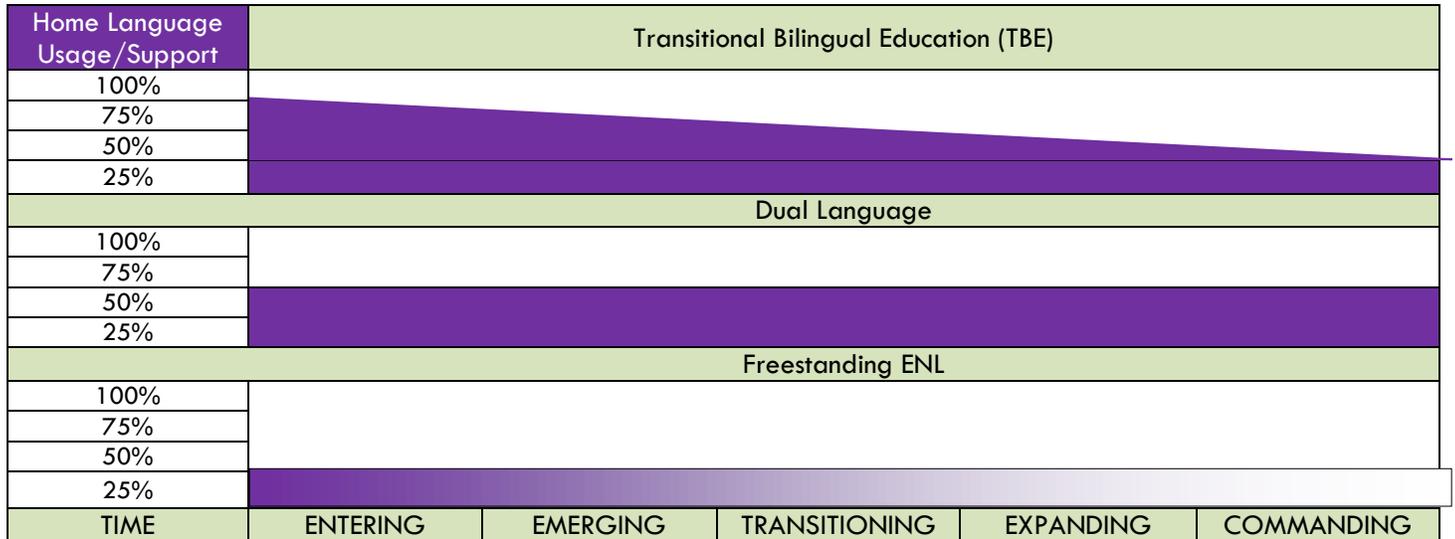


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
We are an MSQI school allowing strategic reading to take place one period each day. Interventions in each subject area are literacy based, allowing students to build their phonemic awareness, practice decoding and reading with fluency. Exposure to a variety of genres enables our students to understand specific features and allows our to build understanding of complex text. This supports our students through making sense of craft and structure, key ideas and details and the integration of knowledge and ideas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program has proven effective as evidenced by the increase of NYSESLAT levels and lexile levels. Our Saturday academy for ELLs is very popular, as evidenced by our attendance and students look forward to coming on Saturday.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue our ENL Saturday Academy, but hope to increase the amount of instructional days. We also hope to have the students learning by grade and incorporate music and phys. ed.
13. What programs/services for ELLs will be discontinued and why?
We will discontinue Mindplay, as it is costly and did not produce the results we were hoping for. Students did not seem engaged in learning with this program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs's are afforded equal access to every program that is offered to any other student.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs use CodeX, Go Math, Access for science and social studies, National Geographic Magazines and/or Inside anthology. Teachers are provided with strategies, graphic organizers, scaffolding techniques, thematic and conceptual ideas and technology using iPads and computers. Entering and emerging students have a picture dictionary with thematic units and digital support. Transitioning students are offered a more rigorous dictionary. All ENL students are provided with a glossary for each content area, that is in their native language. NYSESLAT workbooks are also utilized during the course of the school year and reinforced strategies and practice are taught during our Saturday ENL Academy. MSQI affords us an opportunity to address the needs of the ELLs through a strategic reading period. Hands on labs and materials enhance meaning for science, along with our interactive SmartBoards and a variety of Apps that support learning. We also use Achieve 3000 and MyOn Reader, in addition to Brain Pop, Dicovery, Flocabulary, Scholastic Magazines.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The home language support is delivered through interpreters, other students, guidance, peer grouping in our ENL model.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We schedule our student services to meet the needs of the mandates as well as the needs of our students. They are placed in a age appropriate classes that correspond with the services and resources that the student needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Many staff members are involved with activites for ELLs that are newly enrolled. They meet the guidance counselor of the grade they will be in, Mr. Lawler, grade 8, Ms. Lopez, grade 7 and Ms. Lafroscia, grade 6. Our deans also play a role, as they introduce the new students to their class and partner them with someone who speaks their language or can assist them in assimilating to a new environment. They are invited to join any and all clubs that may be happening, such as SAYA, which is an after-school program running Monday-Friday. New ELLs are also invited to our Saturday ESL academy, which offers academics as well as music and physical education. Our students look forward to the Saturday Academy year after year. The academy offers breakfast and lunch and prepares students in the language aquisition strategies that are needed to succeed. The parent coordinator, Judy Rea, assists all families with whatever their needs may be, whether it is language translation, finding local resources, or understanding how to participate in school initiatives, such as Spanish Heritage celebration, art and music performances and drama. Ms. Rea provides parent workshops helping parents learn hygiene, english, testing, CCLS, etc.
19. What language electives are offered to ELLs?
Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers are teachers of literacy, therefore the professional development plan for all Ell personnel are learning opportunities on how to meet the literacy needs of the ENL students. This is achieved through a variety of instructional strategies, close reads, chunking, annotating, graphic organizers, discussion, CodeX routines, in order to build on language aquisition and academic vocabulary. The ENL teachers, Tina Monaco and Jim Stephen, prepare professional learning sessions to help all staff understand the needs of our ESL population. This includes, thematic learning, academic vocabulary, and information about their students that support their learning needs. They inventory the languages needed for the word to word glossaries and collaborate with the teachers of the students they service. Language aquisition strategies include, focus words, repetition, meaningful examples, turn and talks, etymology, multi-sensory access, graphic organizers, etc.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The professional development offered comes from the BFSC, DELLS, in-house collaboration, best practices and any offerings through PW or DOE affiliations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ELLs develop relationships with their teachers, guidance counselors and administrators throughout the school year. We have translation services, programs such as dance, chorus, band, music, art, talent show, and drama, providing additional opportunities to develop relationships and confidants.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Professional Development on Monday afternoons provides professional learning regarding our ENL students. This includes best practices, strategies, rubrics, and reading intervention skills to assist teachers in understanding how their ELL students will learn best. Agendas and attendance are kept in the Professional Development binder. Our ENL teachers provide PL sessions throughout the school year regarding language acquisition strategies and content area turn-key, including academic language and thematic learning.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Every Tuesday is dedicated to parent outreach. Goals and language development are discussed with parents and teachers. Often the teacher team is included when speaking with the parent. Translation services are used when needed. These services include our own staff for translation as well as the translation and interpretation phone line.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Teachers keep logs for parent outreach. Skedula/Datacation is used as a communication tool, as well as, phone messenger. All documentation of outreach and meetings are recorded.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We have monthly PTA meetings that celebrate a student of the month encouraging parents to join us in celebrating their child's progress. We have been able to invite parents to dance competitions, art fairs, drama performances, band and chorus performances. We are hoping to provide parents with opportunities to learn English and/or participate in learning important curriculum during the course of the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have the North Shore Animal League share the stories of rescue animals with their multigrees curriculum.

5. How do you evaluate the needs of the parents?

We evaluate the needs of the parent through parent meetings and outreach and during our initial interviews, as well as at the orientation breakfast. Our Parent Coordinator is open to helping our parents assimilate and learning their needs, whether it is clothing, housing, child care, etc.

6. How do your parental involvement activities address the needs of the parents?

Our parent involvement activities try to address the needs of the parents through the evaluation of the parents' needs. Then we try to tailor parental activities to fulfill those needs. In addition, we inform parents, through their home language, of the important curricular and extra-curricular activities that occur. For example, Champs, a sports program, SAYA, an after school program, our Saturday ENL Academy, any clubs, etc.

D. Additional Information

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

Paste response here:

School Name: Robert H. Goddard MS 202

School DBN: 27Q202

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Fitzgerald	Principal		9/22/15
Stacy Mizrahi	Assistant Principal		9/22/15
Judy Rea	Parent Coordinator		9/22/15
Tina Black	ENL/Bilingual Teacher		9/22/15
Felicia Duran	Parent		9/22/15
Mary Lewis/ELA	Teacher/Subject Area		9/22/15
Thomas Taglienti/Science	Teacher/Subject Area		9/22/15
Sue Perrone	Coach		9/22/15
Heather McElhiney	Coach		9/22/15
Brendan Lawler	School Counselor		9/22/15
Mary Barton	Superintendent		9/22/15
Josh Metz	Borough Field Support Center Staff Member _____		9/22/15
	Other _____		9/22/15
	Other _____		9/22/15
	Other _____		9/22/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27q202** School Name: **Robert H. Goddard**
Superintendent: **Mary Barton**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During the interview process of the ELL identification parents are asked their preferred language. We survey the students and ask which language their parent/guardian prefers when communicating. When notices and/or written communications are distributed, we double side the communication with the preferred language and English. We use the interpretation unit, by telephone, when necessary. We reach out to any staff member who is proficient in any of the languages needed to be communicated. We also use Google translate as a resource.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The languages change from year to year. Parents prefer Spanish, Bengal, Chinese, Punjabi and Urdu.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Any and all documents are provided in languages preferred by the parent. We survey our students so that we can provide them with glossaries and dictionaries to support academics and academic language. Information regarding after school programs, principal policies, welcome letters, testing information, parent teacher conferences and outreach, Common Core curriculum information and any other relevant and pertinent communication such as grade 8 contracts, trip permission slips, orientation breakfast and school celebrations.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our first face-to-face meetings occur throughout the school year beginning with Back to School Night. This occurred on September 16th. We are scheduling our Parent Teacher conferences for one day/evening session, for each of the dates, Nov. 17& 18, March 16, 17. We have parent outreach on Tuesday afternoons and invite parents to conference with teacher teams, or as needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We meet the translation needs indicated in Part B by making sure we provide the appropriate translation of information to those students who require translation. This is done through student survey, at the same time that we provide translated glossaries. This way each teacher is informed of the student and guardians language. The PC also reaches out to survey parents through phone calls and student interviews. The written translations are done on the computer with google translator and/or school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If we need to use the phone translations, then we call. We have tried the outside vendors in the past, however, they have been unreliable and expensive and often require at least 3 hours of time. Most of the time an in-house method is used.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We inform our teachers, staff and parents of the translation unit and how to reach them. We have the Brochure and Welcome Poster available for all to access. This is hung directly in the main office, as well as throughout the school building.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will use any and all means of clear communication to ensure that all parents have necessary and relevant information translated for them.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We have many invitations for parents to come and share celebrations, meetings, through out Skedula, online, phone messenger, guidance outreach, dean outreach, parent outreach on Tuesday afternoons with teachers. The PC organizes events, such as Dads coming to breakfast, monthly PTA meetings, parent surveys, performances through the arts.