

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**27Q308**

**School Name:**

**ROBERT H. GODDARD HIGH SCHOOL OF COMMUNICATION ARTS AND  
TECHNOLOGY**

**Principal:**

**JOSEPH BIRGELES**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Robert H. Goddard High School School Number (DBN): 27Q308  
Grades Served: 9-12  
School Address: 138-30 Lafayette Street, Ozone Park, NY 11417  
Phone Number: 718-848-8357 Fax: 718-848-8579  
School Contact Person: Rose Pino Email Address: Rcorcinopino2@schools.nyc.gov  
Principal: Dr. Joseph J. Birgeles  
UFT Chapter Leader: Samantha Stanton  
Parents' Association President: Rajmattie Samwaru  
SLT Chairperson: Katherine Hou  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Rajmattie Samwaru  
Student Representative(s): Kelly Nguyen  
Hana Imran

**District Information**

District: 27 Superintendent: Michael Prayor  
Superintendent's Office Address: 1600 Rockaway Parkway, Brooklyn, NY 11236  
Superintendent's Email Address: mprayor@schools.nyc.gov  
Phone Number: 718-290-8675 Fax: 718-290-8690

**Borough Field Support Center (BFSC)**

BFSC: District 27 Director: Marlene Wilks  
Director's Office Address: 8201 Rockaway Blvd., Queens, NY 11416  
Director's Email Address: MWilks@schools.nyc.gov  
Phone Number: 917-520-6743 Fax: 718-348-2996

## 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)
Joseph Birgeles	*Principal or Designee	
Samantha Stanton	*UFT Chapter Leader or Designee	
Rajmattie Samwaru	*PA/PTA President or Designated Co-President	
Rose Pino	DC 37 Representative (staff), if applicable	
Rajmattie Samwaru	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kelly Nguyen	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Hana Imran	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michelle Delillo	Member/ Teacher	
Katherine Hou	Member/ Teacher	
Maria Iorio	Member/ Parent	
Ronald Tibball	Member/ Parent	
Karen Marino	Member/Parent	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

The Robert H. Goddard High School of Communication Arts and Technology promotes a rigorous instructional and intellectually active learning environment where teachers are effective and highly effective and where students are college and career ready. Through the mastery of a rigorous reading (Empower3000), writing (Common Core Argumentative Tasks) and critical thinking (STEM, HOT and DOK questioning) based common core curriculum our students graduate (95%) being prepared for college and careers.

The Robert H. Goddard High School of Communication Arts and Technology promotes a rigorous instructional and intellectually active learning environment where teachers are effective and highly effective and where students are on a path towards college and career readiness. Through the mastery of a rigorous reading (Empower3000), writing (Common Core Argumentative Tasks) and critical thinking (STEM, HOT and DOK questioning) based common core curriculum our students graduate (93%) being prepared for college and careers.

As a high performing high school we provide students with a challenging and enriching academic program (Online Learning, STEM based Labs, Robotics, Computer Coding, AP Courses, etc.) that will prepare them to be critical thinkers, thoughtful writers, and academically successful. Given the dynamic size of our school community (595 Students), the teachers and staff have the opportunity to work collaboratively with all students. Our emphasis on critical reading (Empower3000), writing (Common Core Argumentative Tasks), thinking (DOK Questioning), and creative artistic expression (Photo-Shop) gives our students the skills they need to achieve their future goals. To foster this goal all students are expected to meet the New York State Standards and Common Core Regents requirements and graduate with an Advanced Regents Diploma.

We also provide numerous Advanced Placement (AP) courses to encourage students to push their thinking so they will be prepared for college. By the beginning of tenth and eleventh grade students are selected for AP courses through teacher referral, GPA performance, student interest, and programming availability to take Advanced Placement Courses. Currently, we offer the following AP courses: World History, US History, Psychology, Spanish and English Literature. Last year (2015) 35% of students who took the AP exams scored a 3 or higher. Additionally, seven students received an AP Scholar Awards and two earned a Scholar Award of Distinction from the College Board for their performance on the AP exams.

To fully immerse and engage all students, classrooms are equipped with a variety of dynamic technology (3D Printer, MacBook Pros, Photoshop, Digital Elmo Projectors, Digital Assessment Clickers, Online Classes, MacBook Printing Stations). Our Digital Art Studio and STEM Science Lab also allows students to generate powerfully expressive and compelling projects, such as building and operating self-created robots.

One of our strategic leadership approaches is to maximize student achievement by making educational decisions that are evidentiary based. Therefore, we believe in the importance of fostering a culture of assessment and accountability where teachers provide frequent formative assessments to gauge student performance on the regents exams. This is accomplished by disseminating four benchmark Regents and AP quarterly exams. These exams enable us to identify where our students are in the acquisition and comprehension of the required content and what skills they need to develop to perform at a more advanced level. As a result of our approach we earned a 93% graduation rate in 2015.

As an institution of higher learning we also believe very strongly in offering students dynamic enrichment activities to strengthen their Emotional Quotient (EQ). To achieve this we provide students with a variety of programs such as Chess, Debate, Cheerleading, Yearbook, Art, Creative Writing, Drama, Student Government, National Honor Society, etc. We also offer the following competitive sports program for athletes through the PSAL: Boy's Basketball, Boy's Soccer, Boy's Baseball, Girl's Softball and Girl's Soccer.

We also offer students numerous opportunities to grow socially by participating in the following events: Talent Show, Art Gallery Exhibit, School Theater Productions, Multi-Cultural Expos, College Alumni Panel Discussions, Fall Festival, Poetry Reading, College Trips, Visits to Washington D.C., the United Nations and participation in School Spirit Week and Field Day. As a themed based arts and technology high school we have also fostered relationships with Lincoln Center Education (LCE) and iLearn. As one of nine LCE focus schools we believe in the importance of providing opportunities for engagement with the arts onstage, in the classroom, and digitally.

At Goddard High School we also work hard to meet the needs of all of our students especial our Ell and Special Needs students. At Goddard we offer self-contained, ICT, and ELL push-in and pull-out services. We assist all of our students, but especially these students with the following strategies:

- Differentiated in-class and homework writing assignments
- Extra help before, after and during school
- Summer tutoring for exam prep
- Vocabulary Instruction in class via Lexile Array Strategies
- Instruction on the writing process and integration of tier II and III words in academic writing
- Quarterly assessments linked to the CC ELA Regents exams
- Direct instruction in writing argumentative essays and expository essays
- Writing scaffolds for the writing process (outlines, templates, sentence starters, etc.)
- Common Core units of study focusing on academic content area topics such as sustainability, character education, erosion, the rising income differential and other global themes
- Socratic seminar and four square activities to generate engaging discussions
- Stations, video and audio clips and web-based activities to create student-centered learning
- Empower 3000 support aligned to student lexile levels

Finally, in line with the Framework for Great Schools we have outperformed the city average in every element except two. One major area of focus this year is to increase instructional rigor through rigorous student centered learning activities; and to increase student discovery through the infusion of the Common Core State Standards (CCSS) via CCSS Units of Study and STEM labs. To increase student discovery we are committed to redesigning our current labs to incorporate a higher level of inquiry, rigor, and student discovery.

## 27Q308 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	602	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	10	# SETSS	6	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	2	# Drama	1
# Foreign Language	16	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	65.3%	% Attendance Rate			91.9%
% Free Lunch	66.2%	% Reduced Lunch			15.1%
% Limited English Proficient	3.9%	% Students with Disabilities			15.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American			7.2%
% Hispanic or Latino	43.1%	% Asian or Native Hawaiian/Pacific Islander			29.1%
% White	18.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.11	# of Assistant Principals (2014-15)			2
# 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)			3.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.93
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	77.6%	Mathematics Performance at levels 3 & 4			79.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.3%	% of 2nd year students who earned 10+ credits			89.4%
% of 3rd year students who earned 10+ credits	95.3%	4 Year Graduation Rate			94.5%
6 Year Graduation Rate	89.8%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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 Science (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				
<b>Accountability Status – High Schools</b>					
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## 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.

In consultation with the School Leadership Team, Data from the School Quality Guide, School Snapshot, Quality Review, and Learning Environment Survey were analyzed and linked to different Framework Elements. Four subcommittees reached consensus in identifying **Rigorous Instruction** as a primary element to target for the CEP.

#### MATHEMATICS:

**Geometry CCLS** - After conducting a five-year (2011-2015) trend analysis it was determined that we are making progress for all students in Geometry. With the creation and implementation of a newly designed Geometry Regents Exam based on the Common Core, a priority focus has been set to increase our performance on this regents exam. Using quarterly assessment data and past Common Core Regents data as a baseline we have set a 50% pass rate goal of 65% or higher.

### 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.

#### MATHEMATICS:

1. **Geometry CCLS**– By June 2016, 50% of students will be able to pass the Common Core Geometry Exam with a 65% or higher.

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### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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1. **Actions/Strategies:** Math – Geometry

**MATHEMATICS:**

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

- Target students for help desk during group work
- Create differentiated groups based on data from Skedula, and

Quarterly/Unit assessments

- Differentiate instruction to target all students. Target different student learning styles through foldable manipulatives, videos, animations, guided notes
- Conduct small group tutoring during lunch, after-school, and Saturdays
- Plan curriculum together during the summer, department meetings, and collaborate on the CCLS Units of Study.

7. •Provide accommodations to students with IEPs such as extended time, and directions and questions read aloud.
8. •Infuse technology such as graphing calculators, Eduware clickers, Elmo Document Projectors, and Laptops
9. •Prepare Quarterly assessments to determine areas of weaknesses, which will be used to provide review and to spiral content on exams
10. •Resources such as lessonplanet.com, regentsprep.org, Barron’s Regents Review books, Eduware test maker, and Edge in College Prep
11. •Conduct research based observations using the Danielson Framework for Teaching
12. Brainstorm strategies during department meetings to help under achieving students such as ELL and lowest third of students.
13. Regents analysis will be conducted via each quarter through the design, implementation and analysis of common core regents based quarterly exams. Exams are disseminated at the end of all 4 quarters throughout the year. Teachers analyze the data from these exams, target students needs and spiral curriculum to maximize student pass rates.

NTN mathematics coaching support 1x per month.

	All Students	Teachers will implement the above strategies from September 2015 through June 2016	Math and special education teachers, along with the Assistant Principal of Math, Department Chairperson, and Guidance Counselors, will implement the above strategies. Administration will meet with teachers during after-school department meetings to include teachers in the decision making process regarding the use and effectiveness of the above strategies

**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.

1. Math and special education teachers, along with the Assistant Principal of Math, Department Chairperson, and Guidance Counselors, will implement the above strategies. Administration will meet with teachers during after-school department meetings to include teachers in the decision making process regarding the use and effectiveness of the above strategies. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2015-June 2016 as indicated below:
2. Per Session/Coverages-For Regents Tutoring leading up to January and June Regents Exams-100 hours from September to June.
3. Data Specialist –ARRA
4. Guidance Counselor per session 100 hours from September to June

**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 <sup>st</sup> 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 the end of the 2<sup>nd</sup> Quarterly teachers will evaluate data to determine if the majority of students targeted are benefiting from the identified strategy targeting the skill/standards deficiency and approaching the specified goals.

**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><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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 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.

In consultation with the School Leadership Team, Data from the School Quality Guide, School Snapshot, Quality Review, and Learning Environment Survey were analyzed and linked to different Framework Elements. Four subcommittees reached consensus in identifying **Collaborative Teaching** as a primary element to target for the CEP.

In-House Survey data indicated that teachers desire more Professional Development (PD) organized and managed by administrators and teachers and not just PD outsourced to external vendors. A balanced approach is needed. Qualitative data captured via observations and surveys show that instructional strategies conveyed via Goddard Managed PD has been effectively embraced and aligned to teacher instruction, i.e., four square narrative discussion techniques. One method of capturing promising practices that can move teacher instruction and maximize student achievement is through the implementation of a LESSON PLAN PROTOCOL. The purpose of a lesson plan protocol is to provide teachers with the opportunity to meet and think deeply about their lessons and to be given feedback through a peer review process. The goal is for teachers to identify and explain the strategies they use in their lesson to strengthen student skill development.

Quantitative data from departments indicate that students struggle with mastering particular skills within subject specific disciplines. For example, in Social Studies students struggle with DBQ’s. In Science, student performance on the regents is being hindered by Tier 3 vocabulary.

Our priority need is to initiate and foster a lesson plan protocol within departments to address student skill or common core standards deficiencies. Our focus will be to capture teacher promising practices that can be disseminated within departments (Vertical) and across disciplines (Horizontal) and to assess progress and growth to ensure the strategies are working.

### 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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 100% of regents level teachers will initiate a monthly lesson plan protocol to identify, implement and track the success of strategic skills/Common Core Standards targeting. A minimum of three Lessons each quarter will be revised to incorporate new strategies. Unit and Quarterly assessments will be analyzed to identify progress in skill or standard development.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b><u>Lesson Plan Protocol</u></b></p> <p><b><u>Purpose:</u></b> The purpose of this protocol is to model and identify promising strategies within a department and to use those strategies across the department to target a specific skill students (ELL, SPED, Lowest 1/3, or General Ed) are not proficient in.</p> <p>The essential goal is to use diagnostic and then quarterly data to identify a content or skill gap and then implement a specific strategy through a series of lesson modifications. Quarterly’s may then be used to assess the effectiveness of the agreed upon strategy. Departments should meet twice per month (Mon or Tues) to share promising practices through their lessons, discuss and agree upon a skill they will target, and finalize the strategy they will implement. During the bi-monthly meetings teachers should discuss the success or revisions they believe need to be made to ensure that students become more proficient.</p> <p>Discussions should also take place around the design and rigor of students tasks used to target the skill or content deficiency. Lesson plans and curriculum maps will be modified to reflect the implementation of the agreed upon strategy. Quarterly Assessments will be used to determine strategic success and student growth, and next steps.</p> <p><b><u>Lesson Plan Protocol Procedure:</u></b></p> <p><b>1. Introduction</b> (3-5 minutes)</p>	<p>Lowest 1/3 gleaned from diagnostic, unit, quarterly exams</p>	<p>September 2015-June 2016</p>	<p>Administrators, Teachers, Department Coaches, STEM Coach</p>

- Participants briefly introduce themselves (if necessary)
- Participants review Lesson Tuning Protocol guidelines
- Choose Facilitator

**2. Presentation (7-10 minutes)**

- First Presenter shares complete lesson overview and then discusses the part of the lesson that incorporates the strategy being used to target the skill/content deficiency identified by the department.
- Participants are silent, taking notes; no questions are entertained at this time.

**3. Clarifying Questions (3-5 minutes)**

Participants have an opportunity to ask "clarifying" questions in order to get information that may have been omitted in

the presentation that they feel would help them to understand the context for the student learning. Clarifying questions

are matters of "fact."

**Note:** *The facilitator should be sure to limit the questions to those that are "clarifying," judging which questions more properly belong in the warm/cool feedback section. (See below).*

**4. Examination of Written Lesson Plan (5-7 minutes)**

- Participants look closely at the work, taking notes on where it seems to be in tune with the stated student learning goals, and where there might be a problem
- Presenter and participants should discuss engage in a collaborative discussion.

**5. Warm and Cool Feedback (5-10 minutes)**

- Participants share feedback with each other while the presenter is silent. The feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback (sometimes phrased in the form of reflective

<p>questions), and then moves back and forth between warm and cool feedback.</p> <p><b>Warm feedback</b> may include comments about how the work presented seems to meet the desired goals;</p> <p><b>Cool feedback</b> may include possible "disconnects," gaps, or problems. Often participants offer ideas or suggestions for strengthening the work presented.</p> <ul style="list-style-type: none"> <li>• Presenter is silent and takes notes.</li> </ul> <p><b>6. Reflection (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Presenter speaks to those comments/questions he or she chooses while participants are silent.</li> <li>• This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting and worth addressing in a second revision.</li> </ul> <p><b><u>Quarterly Reflection Template Revision:</u></b></p> <p>Modify quarterly reflection template to include skill/content target; strategy or approach that will be used to target the skill or content weakness. A final column should be used to assess results and next steps. Lesson plan discussions should be reflected in the department minutes.</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Department Chairpersons, Teachers, Administration, and Coaches.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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 the end of the 2<sup>nd</sup> Quarterly teachers will evaluate data to determine if the majority of students targeted are benefiting from the identified strategy targeting the skill/standards deficiency

**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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 <sup>st</sup> 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 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><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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 <sup>st</sup> 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 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.)
<p><b>English Language Arts (ELA)</b></p>	<p>Teachers provide AIS services to their students who:</p> <ul style="list-style-type: none"> <li>-score below the designated performance levels on state assessments in ela and math</li> <li>-are at risk on not meeting state standards</li> <li>-are not working to their fullest potential by offering them lunch learners, after school tutoring, one on one instruction during group work etc.</li> </ul> <p>Criteria: Measuring student progress on skedula, change in student behavior, difficulty focusing, difficulty passing exams, trouble completing homework/classwork</p>	<p>English Language Arts intervention includes small group and/or one-to-one instruction during the school day, at lunch, and after school. The intervention consists of teacher created activities designed to provide individualized instruction based upon student needs. Differentiated activities have been set up to target specific weaknesses. Students will work on their individualized reading comprehension skills while in class. Newspapers, novels, Kaplan, websites such as Regentsprep.org and Castlelearning.com are utilized. ELL students will receive vocabulary, grammar and NYSESLAT review. Struggling readers in Special Education and ELLs are using Empower 3000 a minimum of twice per week to increase their reading ability. Struggling Seniors are scheduled for skills based remediation. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and</p>	<p>Small group and/or one-to-one.</p>	<p>During the school day, afterschool and on Saturdays.</p> <p>In school services may be provided during the student’s lunch period, or during academy.</p>

		<p>informs the general education teacher of the student's needs and modifications. Teachers also meet weekly during a department common prep to discuss these students. The English Department created a binder with the assessments for all units, as well as quarterly exams to collect data on where students are struggling department wide</p>		
<p><b>Mathematics</b></p>	<p>Teachers provide AIS services to their students who:</p> <ul style="list-style-type: none"> <li>-score below the designated performance levels on state assessments in ela and math</li> <li>-are at risk on not meeting state standards</li> <li>-are not working to their fullest potential by offering them lunch learners, after school tutoring, one on one instruction during group work etc.</li> </ul> <p>Criteria: Measuring student progress on skedula, change in student behavior, difficulty focusing, difficulty passing exams, trouble completing homework/classwork</p>	<p>Mathematics support is provided during small group and/or one-to-one instruction during the school day, at lunch, and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barrons, Kaplan and websites such as regentsprep.org, jmap.org and Castlelearning.com to provide individualized instruction to targeted students. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student's needs and modifications. Teachers also meet weekly during a department common prep to discuss these students. The Mathematics Department has created a binder with the assessments for all units, as well as quarterly exams to collect data on where students are struggling department wide</p>	<p>Small group and/or one-to-one.</p>	<p>During the school day, afterschool and on Saturdays.</p> <p>In school services may be provided during the student's lunch period, or during academy</p>

<p><b>Science</b></p>	<p>Teachers provide AIS services to their students who:</p> <ul style="list-style-type: none"> <li>-score below the designated performance levels on state assessments in ela and math</li> <li>-are at risk on not meeting state standards</li> <li>-are not working to their fullest potential by offering them lunch learners, after school tutoring, one on one instruction during group work etc.</li> </ul> <p>Criteria: Measuring student progress on skedula, change in student behavior, difficulty focusing, difficulty passing exams, trouble completing homework/classwork</p>	<p>Science teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barrons, and websites such as regentsprep.org and Castlelearning.com to provide individualized instruction to these students. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student's needs and modifications. Teachers also meet weekly during a department common prep to discuss these students. The Science Department has created a binder with the assessments for all units, as well as quarterly to collect data on where students are struggling department wide.</p>	<p>Small group and/or one-to-one.</p>	<p>During the school day, afterschool and on Saturdays.</p> <p>In school services may be provided during the student's lunch period, or during academy.</p>
<p><b>Social Studies</b></p>	<p>Teachers provide AIS services to their students who:</p> <ul style="list-style-type: none"> <li>-score below the designated performance levels on state assessments in ela and math</li> <li>-are at risk on not meeting state standards</li> <li>-are not working to their fullest potential by offering them lunch learners, after school tutoring, one</li> </ul>	<p>Social Studies teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barrons, and websites such as regentsprep.org and Castlelearning.com to provide individualized instruction to these students. Teachers use gaming systems such as, Eduware to engage and motivate students. Three weeks prior to Regents exam, teachers offer after</p>	<p>Small group and/or one-to-one.</p>	<p>During the school day, afterschool and on Saturdays.</p> <p>In school services may be provided during the student's lunch period, or during academy</p>

	<p>on one instruction during group work etc.</p> <p>Criteria: Measuring student progress on skedula, change in student behavior, difficulty focusing, difficulty passing exams, trouble completing homework/classwork</p>	<p>school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student's needs and modifications. Teachers also meet weekly during a department common prep to discuss these students. The Social Studies Department has created a binder with the assessments for all units, as well as quarterly assessments, to collect data on where students are struggling department wide</p>		
<p><b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Providing counseling services to at -risk students who requires temporary or ongoing intervention to assist them in succeeding academically or psychologically. At-risk students have been identified as students who are having a difficult time transitioning either into their school or community environment. Some of the typical characteristics of at-risk youth include emotional or behavioral problems, truancy, low academic performance, showing a lack of interest in academics and/or their social life, and expressing a disconnection from home or school environment.</p>	<p>At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies.</p> <p>At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies and testing of students in need, to find appropriate support services.</p>	<p>One-to-one.</p>	<p>During the School Day</p>

	<p>Outreach is commonly made to the families to link them with community resources to further assist the student.</p>	<p>It includes referrals to Supportive Agencies, testing of students in need, finding appropriate support services and working with families in crisis to provide support for children</p>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<p>Prospective teachers submit to 2-3 interviews prior to hiring. Initial-Interview; Demo Lesson; Post-Demo Interview</p> <ul style="list-style-type: none"> <li>• Teacher interviews are rubric based</li> <li>• AP's, Teachers, Students, and Parents are invited to sit in on teacher interviews</li> <li>• All newly hired teachers attend a new teacher orientation (NYCDOE &amp; at Godard) where they receive training on the laptop, school protocols, receive textbooks, gain knowledge of our lesson plan format, and acquire instructions on creating a curriculum map and course syllabus</li> <li>• AP teachers receive online and hard copy resources to enhance instructional content delivery and assessment monitoring</li> <li>• AP teachers receive iZone professional development support to enhance instructional strategies</li> <li>• We encourage AP teachers to take AP-Summer Institute workshops from College Now</li> <li>• We provide support for teachers to examine how the AP exams are developed and graded</li> <li>• Teachers receive support on how to improve lessons plans and assignments to improve AP content acquisition and exam scores.</li> <li>• Teachers receive actionable feedback via formal and informal observations.</li> <li>• We assist teachers in monitoring their professional goals</li> </ul>

#### 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).

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

#### **NTN-PD**

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

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

#### **Teacher Training:**

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

#### **Coaching/Follow-up Support**

a. Coaching: On-going

i. Coaching visits to schools on average:

**Visits:** two (1) visits per month

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

iii. Pre-conference and reflection meetings around coaching support

iv. Team/individual curriculum and lesson unit planning

v. Mentoring

vi. Constructively observing and providing feedback to teachers

vii. Assisting in coordination efforts with ongoing professional development

viii. Providing support documentation of coaching visits and additional services

b. **Professional Learning Communities:** - i. Monthly Collaboration with the NTN Coach and other KEAS Teachers ii. Facilitation in creation of performance tasks and diagnostics for upcoming lessons iii. In depth look at the upcoming unit to review tasks, focus is on CCSS practice standards, and identify common misconceptions iv. Feedback, tips, and suggestions from both the NTN Coach and other teachers, through discussions on challenges encountered; v. "Just in Time" re-training of concepts and methods to refresh various areas covered during the summer training that have not been seen or used recently; vi. Focus on CCSS practice standards and NTN methodologies per ATLAS student data vii. The chance to share and receive classroom and time management techniques with both the NTN Coach and others; viii. Pacing adjustment suggestions from the NTN Coach as needed;

**c. E-communications:**

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

d. Website: Unrestricted access to [www.NTNMath.com](http://www.NTNMath.com) includes lesson videos in both English and Spanish, downloadable homework assignments, and teacher lesson notes.

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

ELA, Global and Science Teacher will receive PD training focusing on our newly designed lesson plan protocol.

**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.).

N/A

**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 and administration have collaboratively designed quarterly assessment exams tailored to each department's content requirements. Quarterly exams by department are designed to target specific content aptitude and/or deficiencies in student learning. After each quarterly assessment teachers analyze data and complete a quarterly reflection form targeting specific students, identifying and action plan and strategies to facilitate student understanding, and comparing lowest 1/3 performance. Assessment content is then spiraled on each Quarterly

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

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	257,225.00	X	14, 19
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,099,508.00		

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

---

### **Parent Involvement Policy (PIP)**

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

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

HS 308'S PARENT INVOLVEMENT POLICY WAS DESIGNED BASED UPON A CONSIDERATION OF THE NEEDS OF ALL PARENTS/GUARDIANS.

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

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

1. ACTIVELY INVOLVE AND ENGAGE PARENTS IN THE PLANNING, REVIEW AND EVALUATION OF THE EFFECTIVENESS OF THE SCHOOL'S TITLE I PROGRAM AS OUTLINED IN THE COMPREHENSIVE EDUCATIONAL PLAN, INCLUDING THE IMPLEMENTATION OF THE SCHOOL'S TITLE I PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT;
1. ENGAGE PARENTS IN DISCUSSION AND DECISIONS REGARDING THE REQUIRED TITLE I SET-ASIDE FUNDS, WHICH ARE ALLOCATED DIRECTLY TO SCHOOLS TO PROMOTE PARENT INVOLVEMENT, INCLUDING FAMILY LITERACY AND PARENTING SKILLS;
2. SUPPORT SCHOOL-LEVEL COMMITTEES THAT INCLUDE PARENTS WHO ARE MEMBERS OF THE SCHOOL LEADERSHIP TEAM, THE PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION).
3. MAINTAIN A PARENT COORDINATOR (OR A DEDICATED STAFF PERSON) TO SERVE AS A LIAISON BETWEEN THE SCHOOL AND FAMILIES. THE PARENT COORDINATOR OR A DEDICATED STAFF PERSON WILL PROVIDE PARENT WORKSHOPS BASED ON THE ASSESSED NEEDS OF THE PARENTS OF CHILDREN WHO ATTEND OUR SCHOOL AND WILL WORK TO ENSURE THAT OUR SCHOOL ENVIRONMENT IS WELCOMING AND INVITING TO ALL PARENTS. THE PARENT COORDINATOR WILL ALSO MAINTAIN A LOG OF EVENTS AND ACTIVITIES PLANNED FOR PARENTS EACH MONTH AND FILE A REPORT WITH THE CENTRAL OFFICE FOR FAMILY ENGAGEMENT AND ADVOCACY (
4. HELP PARENTS TO UNDERSTAND

5. HOST THE REQUIRED TITLE I PARENT ANNUAL MEETING IN SEPTEMBER OF EACH SCHOOL YEAR TO ADVISE PARENTS OF CHILDREN PARTICIPATING IN THE TITLE I PROGRAM ABOUT THE SCHOOL'S TITLE I FUNDED PROGRAM(S), THEIR RIGHT TO BE INVOLVED IN THE PROGRAM AND THE PARENT INVOLVEMENT REQUIREMENTS UNDER TITLE I;
6. TRANSLATE CRITICAL SCHOOL DOCUMENTS AND PROVIDE INTERPRETATION DURING MEETINGS AND EVENTS AS NEEDED.

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

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

**GOALS :**

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

**ACTIONS GODDARD HIGH SCHOOL WILL TAKE TO INCREASE PARENT INVOLVEMENT:**

- **STAFF TRAINING** -ON BEING POSITIVE DURING CONFERENCES, HOME VISITS, PHONE CALLS AND OTHER PARENT INTERACTIONS. GODDARD EDUCATORS WILL BE CONSIDERATE AND SENSITIVE TO A PARENT'S ETHNIC, CULTURAL AND SOCIOECONOMIC BACKGROUNDS, SO COMMUNICATION AND COOPERATION CAN OCCUR. PARENTS NEED TO HEAR FROM THE STAFF THAT THEIR CHILD'S ATTENDANCE WILL INCREASE THEIR ACADEMIC PERFORMANCE. GODDARD EDUCATORS WILL LISTEN TO PARENT'S CONCERNS ABOUT THEIR CHILD AND/OR THEIR THOUGHTS AND

IDEAS ON WAYS THE SCHOOL COULD IMPROVE. IF PARENTS FEEL WELCOME, USEFUL, AND RESPECTED, THEY WILL RESPOND AND THEN BE AN ADVOCATE WITH US TO INCREASE STUDENT PARTICIPATION IN SCHOOL.

- **INFORMATION-** PROVIDE A PARENT HANDBOOK OF CLEAR, PRACTICAL INFORMATION INCLUDING RULES, PROCEDURES, AND SPECIFIC WAYS PARENTS CAN BE INVOLVED IN THE SCHOOL, ESPECIALLY INFORMATION REGARDING THE IMPORTANCE AND IMPACT SCHOOL ATTENDANCE HAS ON THEIR CHILDREN'S ACADEMIC ACHIEVEMENT. IF MANY PARENTS SPEAK A LANGUAGE OTHER THAN ENGLISH, WE WILL HAVE THE HANDBOOK PRINTED IN BOTH LANGUAGES. NOTES AND PRINCIPAL NEWSLETTERS ARE AN IMPORTANT WAY TO KEEP PARENTS INFORMED; HOWEVER, PHONE CALLS, ONE-TO-ONE MEETINGS AND HOME VISITS WILL ENHANCE SUPPORT. EXPLAIN TO PARENTS THE IMPORTANCE OF ACCESSING THEIR CHILD'S PROGRESS REPORTS VIA

- **PARENT CONFERENCES-** WHEN PARENT CONFERENCES ARE SCHEDULED, WE WILL OFFER AN INTERPRETER IF NEEDED, OR IF APPROPRIATE, HAVE THEIR CHILD ACT AS AN INTERPRETER. WE WILL BEGIN WITH A POSITIVE, ENCOURAGING COMMENT ABOUT THEIR CHILD. PROVIDE SPACE WHERE PARENTS CAN WRITE CONCERNS AND/OR THEIR SPECIFIC NEEDS. IF COMPLETION OF THE FORM APPEARS TO BE DIFFICULT FOR THE PARENTS, AN INTERVIEW MAY BE NECESSARY. COLLECT THE FORMS, AND IF POSSIBLE, ADDRESS THEIR CONCERNS BEFORE THEY LEAVE.

- **VOLUNTEERS-** INVITE PARENTS TO PROVIDE CLASSROOM ENRICHMENT ACTIVITIES SUCH AS DISCUSSING THEIR OCCUPATION, HOBBY, OR TALENT. THEY MAY ALSO PROVIDE ART, MUSIC, OR A CULTURAL AWARENESS PROGRAM. WE WILL ASK THEM TO ASSIST AS A HELPER OR TUTOR, ACCOMPANY FIELD TRIPS, OR PERFORM A VARIETY OF ROUTINE ADMINISTRATIVE DUTIES SUCH AS ANSWERING THE PHONE, HELPING IN THE LIBRARY, OR KEEPING OTHER PARENTS INFORMED.

- **PARENT TRAINING -** SPONSOR WORKSHOPS TO IMPROVE PARENTING SKILLS. PROVIDE INCENTIVES. STRESS THE IMPORTANCE OF MODELING POSITIVE BEHAVIORS AND WAYS TO HELP CHILDREN LEARN AT HOME. IN ADDITION, RECRUIT PARENT LEADERS WHO ARE REPRESENTATIVE OF THE STUDENT POPULATION TO ATTEND CONFERENCES AND TRAINING.

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities**

##### **SCHOOL-PARENT COMPACT**

**OUR SCHOOL, IN COMPLIANCE WITH THE SECTION 1118 OF TITLE I, PART A OF THE NO CHILD LEFT BEHIND (**

##### **SCHOOL RESPONSIBILITIES:**

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

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

**SUPPORT HOME-SCHOOL RELATIONSHIPS AND IMPROVE COMMUNICATION BY:**

- ARRANGING ADDITIONAL MEETINGS AT OTHER FLEXIBLE TIMES (E.G., MORNING, EVENING).
- RESPECTING THE RIGHTS OF LIMITED ENGLISH PROFICIENT FAMILIES TO RECEIVE TRANSLATED DOCUMENTS AND INTERPRETATION SERVICES IN ORDER TO ENSURE PARTICIPATION IN THE CHILD’S EDUCATION;
- INVOLVE PARENTS IN THE PLANNING PROCESS TO REVIEW, EVALUATE AND IMPROVE THE EXISTING TITLE I PROGRAMS, PARENT INVOLVEMENT POLICY AND THIS COMPACT;
- PROVIDING PARENTS WITH TIMELY INFORMATION REGARDING PERFORMANCE PROFILES AND INDIVIDUAL STUDENT ASSESSMENT RESULTS FOR EACH CHILD AND OTHER PERTINENT INDIVIDUAL SCHOOL INFORMATION; AND
- ENSURE THAT THE PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT ARE DISTRIBUTED AND DISCUSSED WITH PARENTS EACH YEAR;

**PROVIDE PARENTS REASONABLE ACCESS TO STAFF BY:**

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

**PROVIDE GENERAL SUPPORT TO PARENTS BY:**

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

**PARENT/GUARDIAN RESPONSIBILITIES:**

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

**STUDENT RESPONSIBILITIES:**

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

- ALWAYS TRY MY BEST TO LEARN

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**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 <b>27</b>	Borough <b>Queens</b>	School Number <b>308</b>
School Name <b>Robert H. Goddard High School</b>		

### 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 <b>Dr. Joseph Birgeles</b>	Assistant Principal <b>Alana Duggan</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Betty Lynn Tims</b>	School Counselor <b>Amanda Castillo</b>
Teacher/Subject Area <b>Nicole Monson</b>	Parent <b>Rose Pino</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rose Pino</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Nathifa Morris</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### 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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	614	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" 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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	14	<b>Newcomers</b> (ELLs receiving service 0-3 years)	7	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	7	0	1	5	0	2	2	0	1	0
<b>Total</b>	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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																				

\* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**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	0	0	0	0	0	0	0	0	0	5	0	2	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	2	1	3	2	0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										2	0	0	0	0
<b>Emerging</b> (Low Intermediate)										0	0	0	0	0
<b>Transitioning</b> (High Intermediate)										0	0	0	0	0
<b>Expanding</b> (Advanced)										5	1	4	2	0
<b>Commanding</b> (Proficient)										4	3	2	2	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										0	0	0	1	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										4	3	2	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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									0
7									0
8									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									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	6	0	3	0
Integrated Algebra/CC Algebra	3		3	0
Geometry/CC Algebra	5	0	2	0
Algebra 2/Trigonometry Math _____	1	0	0	0
Chemistry	0	0	0	0
Earth Science	5	0	0	0
Living Environment	3	0	3	0
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	5	0	1	0
Geography				
US History and Government	5	0	2	0
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 use the assessment tool of Achieve3000.com to assess the literacy skills of ELLs. The Achieve3000.com program provides a baseline lexile reading score for all students using the program. Through this program, we have learned that students are not comprehending at a level consistent with grade-level standards, and as a result both the ELA and ENL teachers are teaching explicit fluency, decoding, and comprehension strategies to all students who need support in these areas. Instruction aligned to the Common Core State Standards is provided all year, and at the mid point and end of which, a lexile level reading test is given to assess progress and growth. A standard of 10-15 lexile points per month is used as a goal for growth for each student. If this goal is not met, further interventions are recommended.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data shows that most of the students are concentrated in 9<sup>th</sup> grade. Because our ENL program is so successful, most students who enter the program in 9<sup>th</sup> grade, exit by the time they graduate. We have 7 students who are ELLs in 9<sup>th</sup> grade, but only 7 more in the grades 10-12. This means that most of our students exit as they spend time in the program. Our test results are a testament to the success and efficacy of our program.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school is not a title III school, and therefore, we are not required to use the AMAO tool. However, we are aware of the AMAO and are actively and currently seeking support from the DELLS to create this report. The ENL teacher, Betty Lynn Tims, has gone to a PD demonstrating how to use the tool. With regard to the target for the number of students reaching proficiency this year (2014-2015) AMAO 2 of 15% was met because 50% of the program exited last year by reaching commanding level or reaching expanding and passing the ELA CC Regents. We are very proud of the success of our program in exceeding state goals for AMAO 2 and look forward to continuing this level of success.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
  - a. The performance levels and grades show that our 9<sup>th</sup> graders come to us needing a tremendous amount of support both academically and linguistically. Most students do not choose to use the test in the home language. All Spanish speakers are provided with the Spanish version of the Regents exams. However, all students prefer to take the test in English since the content was delivered in English and all of our students are comfortable with academic content in English, as this was the language of delivery for these content exams.
  - b. Our school decided not to opt in to the ELL periodic assessments.
  - c. not applicable.
- 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]
 

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

The development of the second language is considered carefully in instructional decisions. Attention is given to the type of native language, whether it comes from a different alphabet system, if there are phonetic differences, cognates, etc. Also, sometimes native languages are predictors of interest. These interests are considering in designing engaging and motivating instruction. We make sure that we access prior knowledge, as students come to school with a wealth of knowledge on many broad topics.
- 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?

Not applicable.
- 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
 

We evaluate ourselves using data analysis, test results, student portfolios, and ongoing informal assessment of all ELLs. Successes include students who have passed into the proficient category through hard work in last year's stand alone ENL and integrated ELA/ENL program. We use the AMAO estimator tool to determine which students are doing well, which students are not growing, and which are at risk academically. Targeted interventions are then applied such as individual and group tutoring, and additional academic scaffolding of instruction by all teachers of ELLs.

## 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 Home Language Identification Survey is administered by a trained pedagogue as part of general intake procedures. A student is considered to have a home language other than English when one question on the HLIS Part 1: question s 1-4 indicates that the student uses a language other than English, and two questions on the HLIS part 1: questions 5-8 indicate that the student uses a language other than English, and an interview with the parent and student by a trained pedagogue indicates that a student is in fact eligible to take the NYSITELL. Interviews take place in the parent's and student's preferred language through the Interpretation Unit or the interpretation of a staff member who speaks the home language. This interview, along with a review of the student's school work (if available), and the IEP (if applicable) is used to determine eligibility. If the student is eligible for the NYSITELL it is administered by the ENL teacher, or another pedagogue trained in administering the exam. In addition, if the student speaks Spanish, the Spanish LAB is administered within the same 10-day testing window.
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).
 

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If gaps in schooling are indicated, we administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC).
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).

If a student has an IEP and home language is other than English, the Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. At this point the LPT will recommend the student take the NYSITELL or not to take the NYSITELL. If the student is recommended not to take the NYSITELL, then the recommendation is sent to the principal for review. Upon review, the principal determines if the student should or shouldn't take the NYSITELL. The timeline to accept or reject LPT recommendation is 20 days. If the principal determines the student should not take the NYSITELL, it is sent to the superintendent for review. The superintendent will determine whether or not the student should take the NYSITELL. Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). If the student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters are retained in the student's cumulative folder.

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.  
Entitlement and non-entitlement letters are sent home in the mail within five school days after the NYSITELL is scanned and the score is determined.
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).  
In the entitlement letter sent home in the mail for ENL services, the parent is informed that they have the right to appeal ELL status with 45 days of enrollment.
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.  
In New York City, there are three ELL programs offered to parents at the time of initial ELL identification: Dual language (DL), Transitional bilingual education (TBE) and Freestanding English as a new language (formerly known as ESL). During the parent orientation, a video is shown about program choice (provided by the DOE) and each program is explained in the parent's preferred language of choice. Every effort is made to get the parent to come to the parent orientation meeting. With the entitlement letter, a date and time is selected to meet with the parent. If the parent cannot make this time, we reschedule at their convenience. If there is no response from the parent, the guidance counselor gets involved. All this is done within 10 days of enrollment.
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.  
The entitlement letters are distributed to any new students who have been identified as ELLs. The letters are sent home to the parent. Enclosed with the entitlement letters is a note announcing the parent meeting date and time. We will do everything possible to get the parents to come into the building including calling home or cell phones, sending letters home with the student, or mailing letters to the student's home. We ensure that Parent Survey and Program Selection are returned at this meeting. The letters are then stored in their cumulative folder. The parent coordinator, and/or guidance counselor may also be involved if these documents are not returned. The parent coordinator, Rose Pino, will contact the attendance teacher to contact the parents to see if these letters can be found, and if there is a reason why the parent may not have returned the letter. If parents do not select any program, the default is to enroll students in a transitional bilingual program. However, as Goddard HS does not have a bilingual program at this time, we explain to the parents that we will create a new transitional bilingual education program if more than 20 students of the same home language desire the program in two contiguous grade levels. Parents are then able to choose if they want to stay at Goddard with our ENL program or transfer their child to a school with a bilingual program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We will monitor Parent Survey and Program Selection forms using appendix K from the epic tool kit if they have not been returned. In addition, we will contact parents by phone and mail.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The trained pedagogue who administers the NYSITELL will report the scores in a parent notification letter through the mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of the HLIS are kept in the cumulative folder. Records of HLIS, continued entitlement and non-entitlement letters are kept by the ENL teacher in a file which is periodically shared with guidance and administration. Hard copies are kept in the file cabinet of the ENL teacher, Betty Lynn Tims. Records of what is contained in the cum folder also include notes on who was contacted and when to track down documents that are missing. Non-entitlement and entitlement letters will be kept in the cumulative folder for the ELL student. A running chart with information on who has what forms in their cumulative folder and what is missing is on file with the department chair for guidance and the ENL teacher.
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.

Every year, Betty Lynn Tims, runs the RLAT report to determine eligibility for the NYSESLAT. Each year, programming is made and a special location is set aside to test all ELLs in the allotted time frame. Students with IEPs are given appropriate locations according to their accommodations. Students who are absent are given make-ups when they return to school. Testing for the speaking is done in April-May. Sessions 1,2,3 are given during the month of May over the course of approximately a week, depending on make-ups. Every effort is made to test every student. An MS excel chart is made to determine who has taken each of the four sections. This is checked and double-checked throughout the testing window and make-up sessions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support parent notification letters are mailed home.
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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is mostly ENL (8 out of 22 students). We do not have a lot of Parent Survey Selection forms returned from our incoming 9<sup>th</sup> graders, and therefore, the default program choice is TBE. However, since we have such a small population, with only 7 out of 14 current ELLs speaking Spanish or Bengali, we do not have the numbers required to open a bilingual program. Therefore, we will not do that at this time. However, we are actively contacting the incoming 9<sup>th</sup> graders former schools and trying to get their records of the Parent Survey Selection forms in order to accurately track parent choice. If our numbers grow in the future, we will open up a bilingual program.

## 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.  
Students who are classified as Entering, have a total of 540 minutes per week, 180 of which are standalone ENL, 180 of content area integrated ENL, and 180 are ELA/integrated ENL. Students who are Expanding receive 180 minutes of ENL in their integrated ENL/ELA class. Students who are proficient receive 180 minutes per week in their integrated ENL/ELA class. The standalone class is a heterogeneous, ungraded class with units of Common Core study. The integrated ENL/ELA class is taught by a certified ELA teacher and our ENL teacher, Betty Lynn Tims. We only have entering, expanding and commanding students this year. In coming years we will follow the prescriptions for ENL programming according to the the ELL Policy and Reference Guide.
  - b. TBE program. *If applicable.*  
Not applicable.
  - c. DL program. *If applicable.*  
Not applicable.
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 student is given the appropriate number of standalone and integrated minutes according to the charts 5.1 and 5.2. Entering students are given 2 periods everyday of standalone ENL and one period of integrated ENL in ELA class. Emerging students are given one period of standalone ENL per day and one period of integrated ENL/ELA every day. Transitioning students are given one period of standalone per day, and one period of integrated ENL/ELA support. Expanding students are given one period of integrated ENL/ELA support per school day. Former ELLs are given one period of integrated ENL/ELA support per day.
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.

Common Core units of study are used in standalone ENL. Through the use of non-fiction texts, units on everything from the widening income differential to sustainability to character education are implemented through the study of CC Part 2 argumentative essay writing, and Part 3 text analysis writing to prepare students for the Common Core ELA 11 Regents exam. In addition, extended constructed responses that simulate the essay portions of the NYSESLAT are prepared in order to get the students ready for the NYSESLAT. Content is prepared and delivered in integrated ENL/ELA by the certified ELA teacher. Access to the lesson is provided through translation, glossaries specific to the lesson, explicit vocabulary instruction, study tips, additional explanations and verbal scaffolding and more provided by the ENL teacher. In content area classes, access to the lesson is provided through the same methods by the ENL teacher and content area teacher, respectively.

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

Students are given Regents exams by their content area teachers in bilingual versions, if available, and evaluated by staff members who speak that language. Several of our staff speak Spanish and Bengali, and communicate with the students, in formally, in their home language. However, formal assessment is not completed in their home language because we do not have a bilingual program. However, Spanish is spoken fluently by the ENL teacher and is a cornerstone of her ENL program is to produce bilingual students who can speak in both Spanish and English to effectively communicate. In addition, students are instructed by their content area teacher and ENL teacher in how to use glossaries which are provided for Regents exams.

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

Reading comprehension is evaluated through informal assessments and through the continual use of reading programs such as achieve3000.com and castlelearning.com. Writing is continually assessed through the instruction and evaluation of student products for the Common Core exam Part 2 and 3 and the Extended Constructed Response for the NYSESLAT (ECR). Speaking is practiced through the use of exercises modeled after the NYSESLAT speaking test. Practice using past NYSESLAT samplers, teacher created exercises and exercises from the book, *Getting Ready for the NYSESLAT* are all used to practice speaking. Student presentations are also done during the year in ENL and content area classes. Daily reviews of concepts are done by student volunteers to ensure that students are comfortable speaking on academic topics. Listening is practiced and evaluated through listening exercises designed after the NYSESLAT from the book, *Getting Ready for the NYSESLAT*.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE- at this time, we do not have SIFE students. However, if this were the case we would use high interest materials differentiated for the students' individual needs based on the assessments of the SIFE student.

b. Newcomer - Various methods are used to integrate the newcomer into the New York City school. Students are introduced to language through the use of pictures, glossaries, dictionaries, alphabet instruction (if necessary), contextual clues, routine, and explicit vocabulary and grammar instruction.

c. Developing - Developing students are supported through vocabulary and grammar instruction, as well as instruction on Common Core State Standards. Emphasis is placed on non-fiction text which is approaching grade-level fluency (complex text) and argumentative essay writing and text analysis, which is done in nearly every content area class.

d. Long Term - Long Term ELLs are given a variety of scaffolds to help them achieve the gains they have previously declined to make. Writing scaffolds for Part 2 and 3 on the Common Core ELA 11 Regents exam as well as outlines for ELA writing assignments and NYSESLAT practice are provided. Additional tutoring is provided to help these students pass their exams in their content area classes, as well as extra help after school and Saturdays is offered. In addition, outside tutoring is recommended to the parent to supplement the efforts made by the classroom teacher, school, and staff.

e. Former ELLs - Former ELLs are supported through the accommodation of Regents exams and glossaries for their Regents exams for 2 years. In addition, students will be supported for 5 days a week in a grade level ELA class through integrated ENL.

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.

The ENL teacher, as well as guidance counselors, will be monitoring the progress of both ELLs and non-ELLs as identified through the re-identification process through conversations and meetings with their content area teachers, and review of their progress and their exam scores and assessment results for Regents and other classroom exams.

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?

Chart

ring by the ENL teacher, content area teacher or both is typically given to ELL-SWD during lunch, after school and Saturdays to assist ELL-SWDs to accelerate English language development. Various materials are made available to ELL-SWDs such as Barron's review books, glossaries, bilingual Regents exams various computer programs such as BrainPop ESL, castlelearning.com, and Achieve3000.com. In addition, if the student has an alternate placement paraprofessional, translation and interpretation services are provided for any and all materials where deemed appropriate by the classroom or ENL teacher. Materials such as Empower3000.com are differentiated so that the student has a reading selection appropriate to their particular lexile level. In addition, these reading selections are often differentiated for classroom reading selections so that some one who reads on a particular grade level would have reading properly suited to their lexile level. Empower3000.com has articles on every content area and is primarily generated through articles written by the Associated Press and are non-fiction. These accelerate English language acquisition because the students are introduced to lexile level appropriate words that they are ready to learn. These further their acquisition of language because it helps them learn new words everyday. Empower3000.com activities are assigned every night for homework by the ENL teacher and the ELA teacher to ENL students to practice and raise their lexile level. Student growth is then measured through the data generated by level set tests which determine the amount of growth in their lexile level at the mid-year and end-year points.

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?

Every effort is made to create flexibility to give the ELL-SWDs the least restrictive environment. When possible, ICT is provided which provides extra scaffolding and other differentiation in curricular flexibility for the ELL-SWDs. The instructional flexibility has the content area or SPED teacher providing grade-level material (text complexity) to the students who are ELL-SWDs. However, scheduling flexibility is maintained so that the student is provided with the appropriate program structure to achieve their IEP goals and attain English proficiency within the least restrictive environment. As the ELL-SWD presents additional concerns, the ENL teacher and case manager work together through conversations, IEP meetings, emails, and collaboration to provide equal access to education for these students who face additional challenges.

### 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)
<b>Chart</b> <b>INSTRUCTIONAL TIME (MINIMUM)</b>	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	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.)	
<b>FLEXIBILITY</b>		.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*
<b>TOTAL</b>	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

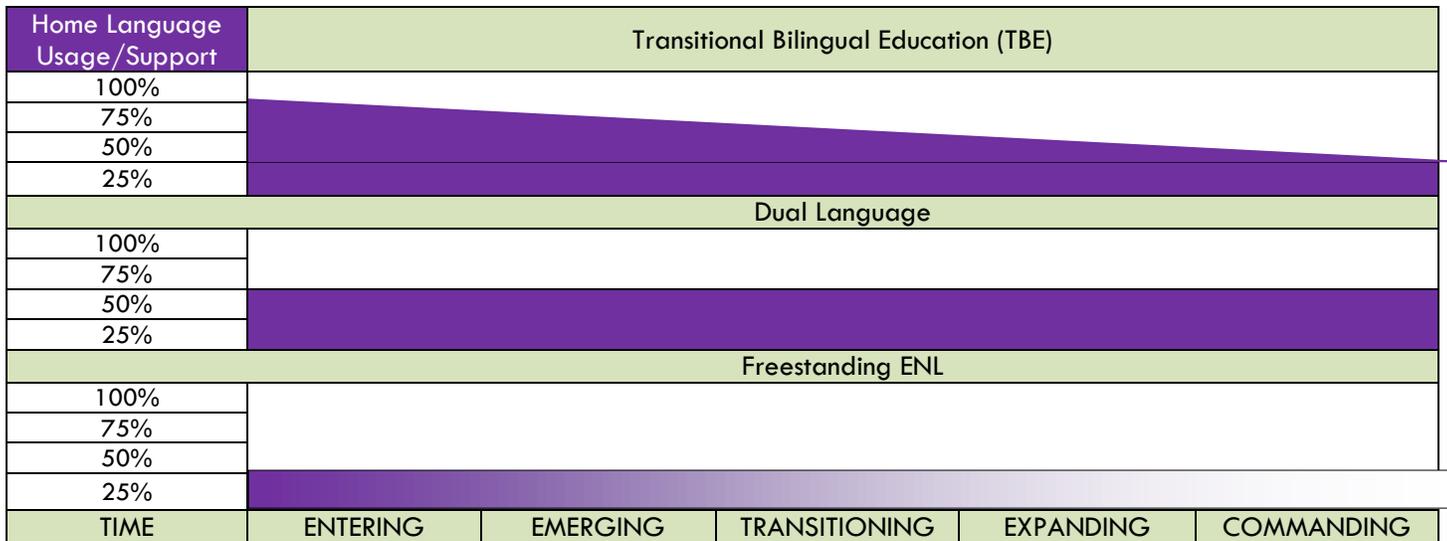


\*Note: “other approved services” does not apply to New York City at this time.

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. ELLs receive targeted intervention programs in ELA in preparation for the English Regents. Students are provided with various forms of scaffolding to allow them to perform at grade level in preparation for their success during independent work on examinations. Students receive instruction based in writing, reading, listening and speaking in order to pass the Regents and score Proficient on the NYSESLAT.  
Furthermore, every teacher at Robert Goddard High School utilizes such sheltered content strategies as building background, activating prior knowledge, teaching and emphasizing vocabulary, and cooperative group work, in order for them to pass their respective Regents exams.
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 is consistently meeting AMAO targets 1 and 2. Therefore, it is proven to be effective for our ELLs and former ELLs. Our ELL students consistently graduate either on time or within the 6 years allotted before they turn 21. Our students consistently meet graduation requirements, and many exit ESL before they graduate. This is a testament to their hardwork. In addition, we have an advantage because we have such a small population, and the ENL teacher cultivates a lasting and sustained academic and professional relationship with each one of the students individually. Individual needs are anticipated, met and superceded by the ENL teacher as she only devotes her time to approximately 17 students. This means that no one falls through the cracks or suffers from inattention.
12. What new programs or improvements will be considered for the upcoming school year?  
New program improvements will be the use of strategies such as Calderon's 7-step method for explicit vocabulary instruction given in the book titled, Preventing Long-Term ELs by Margarita Calderon. In addition, active research continually influences the program decisions made by the ENL teacher, Betty Lynn Tims. The book titled, 20 Literacy Strategies to Meet the Common Core: Increasing Rigor in Middle and High School Classrooms by McEwan-Adkins is being used to craft lessons around the Common Core standards and emphasize skills such as finding a central idea, drawing conclusions and making inferences (among others). The success of these lessons will be evaluated based on the data (work products) provided from the lessons and the students ability to think critically and execute these skills.
13. What programs/services for ELLs will be discontinued and why?  
No programs/services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are afforded equal access to all school programs through the encouraging inclusion and invitations of all teachers. Students are invited to all clubs through the permission slips handed out in the beginning of the year for all students. Also, the students are encouraged by their ENL teacher to seek out and participate in after school activities both with her and other teachers including but not limited to ELA tutoring, Science tutoring, other content area tutoring, Art club, Drama club, Chess club and more.
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.  
Instructional materials for Common Core units of study are taken from scholarly and popular newspapers, journals, websites, etc. to form the basis of a non-fiction curriculum with complex text. In addition, programs which provide immediate and differentiated feedback in both reading comprehension, content area content and exam preparation include BrainPop, castlelearning.com, achieve3000.com and other recommended websites, programs and books. In addition, all the classrooms have access to a computer cart with a computer for each student, ready to interact with, research, and otherwise use the laptop for educational purposes and to prepare them to become global citizens and participants in a global and competitive economy. Achieve 3000 is a foundation of the standalone ENL program with articles like, "No More Plastic Bags" about the statewide ban on plastic bags in California covering global themes such as environmentalism and sustainability, issues in government such as new legislation and issues in character education are integrated to answer larger questions such as, "What does it mean to be a productive member of society who contributes to the political process?" These articles are on the computer website and differentiated to meet the needs of the all ELL subgroups according to lexile level. In addition, the different types of learners are addressed through the structuring of the lesson by the ENL teacher, and if applicable, the content area teacher which include videos on the subject, visuals, manipulatives, songs, and daily group work to facilitate the learning style of each learner to go beyond grouping the ELLs as subgroups and meet the individual needs of the learner. This program has very small numbers, and therefore, the emphasis is on individual attention. The ENL teacher does not view a student as a "subgroup" of the ELL population, but rather an individual who is addressed holistically on various fronts such as emotionally, academically and socially. Each student relationship is developed over many years as the ENL teacher follows the student from the time they enter the High School until the time they graduate. Individual needs such as tutoring, differentiated materials, extra help, verbal scaffolding are provided on an individual basis to every ELL subgroup.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support in ENL is approximately 25% for entering students, and decreases as you move progressively through the levels. Because our students are mostly transitioning or expanding, home language support consists mostly of access to google translate, dictionaries, and glossaries, which the ELLs are trained in using for exams and other learning opportunities.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services/resources support correspond to ELLs' ages and grade levels by coming from current materials based in global themes and aimed at preparing the student for college and career readiness, to be a productive, ethical, and responsible citizen and to compete in a global economy based on innovation. Global themes are aligned to the Common Core State Standards and prepare them to meet their graduation requirements and exit ENL through the NYSESLAT. Global themes include current topics that every global citizen needs to consider such as issues such as sustainability, war, issues in the political process (History), issues in character education and health. Students' ages and grade levels are considered when determining what level the work product should be. The expectation for an argumentative essay produced by a 9<sup>th</sup> grader are very different from the expectations of an argumentative essay for an 11<sup>th</sup> grader. Length, sophistication of concepts, ideas, and language, elaboration of and explanation of analysis are all expected to be increasing more in depth and insightful as the students progress from 9<sup>th</sup> to 11<sup>th</sup> grade. The goal for every student is to have a 4 on Part 2 of the Common Core ELA exam and a 3 on Part 3 of the Common Core ELA exam by 11<sup>th</sup> grade. These students are in a heterogenous classroom with mixed grades in standalone ENL so differentiation is completed by lexile level.
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).  
School counselors provide students with a buddy who shows them the school and around to their classrooms, and explains (in their native language if possible) school routines, culture, important places such as nurse's office and main office, and the roles of principals, teachers and students in conjunction with other staff members such as the parent coordinator, principal and ENL teacher.
19. What language electives are offered to ELLs?  
Spanish and Chinese language electives are offered to ELLs.
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

## 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 ELL personnel at Goddard will attend professional development workshops to address both instructional and compliance needs. The ENL teacher will attend at least five workshops throughout the school year including network professional development to keep up to date on research, learn how to complete administrative duties such as the LAP report and BESIS, and any other Department of ELL professional development sessions deemed appropriate. Our in-house professional development for all teachers of ELLs will be completed by Keisha Rucker. These are ELL specific professional development sessions on these dates for our entire teaching staff. The type of pd we are having will be vocabulary development, literacy skills, scaffolding higher level texts for ELLs and helping struggling students meet the CCSS. We understand that these strategies will be applicable for all struggling students and that is why we feel that our staff needs this support. The dates we are proposing are as follows: Dec 7<sup>th</sup>, 2015, Feb 15<sup>th</sup>, 2016, March 14<sup>th</sup>, 2016, and April 11<sup>th</sup>, 2016. The titles of the professional development sessions are: "Raising the bar for ELLs through Explicit Vocabulary Instruction", "Increasing Foundational Literacy Skills for ELLs", "Scaffolding Complex Texts for the English Language Learner", and "ELLs and the Common Core State Standards: Ensuring Success for All".
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?

ELL teachers are offered professional development through the network. Focus on Common Core is common to these PDs and webinars that explain how to create a more rigorous program. In addition, PD through the school is offered which teaches the teachers of ELLs how to engage students in more rigorous lessons through planning Common Core units of study and tasks. PDs at the school include elevating the rigor of the classroom to include Common Core standards for argumentative essay writing and our lesson plan protocol on Monday afternoon seeks to focus on one standard at a time and the related skill set, to create data on these skills, to analyze this data and then create a new cycle on the same standard of the lesson plan protocol or maintain the method if it satisfied our needs. The lesson plan protocol is one of our professional development opportunities for our teachers of ELLs to collaborate and evaluate the efficacy of their daily lessons in getting students to achieve on standards-based assessments.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Transitional issues are addressed by guidance as well as by the staff. Staff will assist ELLs and all students with the social and academic demands of high school during classes. In addition, the ENL teacher makes sure that each ELL student has a firm grasp of expectations and demands of a rigorous High School program, and has correct attitudes towards academic responsibilities such as homework, attendance, preparation for exams, and attending tutoring. If the student is seen to be noncompliant these issues will be addressed with the parent during parent outreach phone calls on Tuesday afternoons.
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.

Our aim is to provide at least 5 hours per year of ELL-specific PDs throughout the school year to all teachers of ELLs. This would amount to over 25 hours of the 175 required to retain certification, and represents approximately 15%. ELL-specific PDs will be identified by the ENL teacher through the email blast from the Department of the ELLs. In addition to these PDs, school wide PDs will be offered which specifically address the needs of the ELL learner in the classroom. These will be tracked individually by each teacher, as well as attendance taken by the principal at each meeting. The ENL teacher will reach 50% by attending at least 4 days of PD on ELL-specific topics in order to reach 17.5 hours of ELL-specific PD per year, which would add up to 175 over 5 years in order to renew her certification. Records are maintained through sign in sheets at meetings, yearly professional development logs kept by both teachers and assistant principals Ms. Oh and Ms. Duggan.

### 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?

Individual meetings with parents of ELLs are scheduled on Tuesday afternoons with the ENL teacher and any other content area teachers who are available and are invited to attend. They take place in the ENL teacher's room and discuss the goals of the program (exit ENL/ESL, pass 5 Regents exams, graduate, accumulate credits, achieve academic excellence) the language development of the students, the NYSESLAT/NYSITELL results, and the feedback from other teachers provided in a report submitted through email from the content area teachers to the ENL teacher prior to the meeting. Interpretation is provided over the phone as needed or by the ENL teacher or another staff member.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

2. Records and meetings with ELL parents are the responsibilities of the ENL teacher, Betty Lynn Tims. Parent meetings are recorded, as well as phone calls, in an excel file by Mrs. Tims. These are kept in electronic as well as hard copies in her cabinet. These are then collected in June by the Assistant principals. Translation services are also documented on this file.

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

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
At this time, Goddard does not partner with community organizations specifically for parents of ELLs, but we are open to the idea.
5. How do you evaluate the needs of the parents?  
This question will be addressed by the parent coordinator in September's draft.
6. How do your parental involvement activities address the needs of the parents?  
The parental involvement activities address the needs of the parents as indicated in the Parental Involvement Policy.

#### **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.

We believe we afford every single ELL student the opportunity to succeed. With such a small population, we are able to give individualized attention, and follow each student through their academic career here at RHGHS. Student success is very high, and the program is very successful.

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **27Q308**

School Name: **Robert H. Goddard High School**

Superintendent: **Prayor**

### 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](http://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

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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.

There is a small ELL population at Goddard HS (3% -20 Students). All ELLs are identified through the use of Home Language Surveys and oral interviews at intake. It is then that the language and translation needs are determined. All mailings are reviewed and translated by teachers/parent coordinator. All students review hand-outs during their classes. There is translation via telephone messages aside from the assistance of our parent coordinator.

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.

It was determined through Home Language Surveys that there are 20 groups of parents who require translation and interpretation. They are as follows: 7 Spanish, 3 Chinese, 10 Bengali. All others prefer to be contacted in English. There are several parent involvement meetings on a monthly basis. There are several student pamphlets, brochures, and manuals to help students and parents meet requirements. Many of our notices/letters/forms are available in other languages to accommodate our ELL families.

## **Part B: Creating a Communications Calendar**

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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.)

The documents our school typically disseminates yearly that have required translation are as follows: Parent/Student Handbook, Parent/Teacher Conferences, Discipline Code, Title I Lunch Forms as well as other forms such as Dress Code, Behavior Code and other important documents.

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 scheduled formal face-to-face meetings to be held with parents throughout the school year such as parent-teacher conferences are as follows: 9/30/15, 11/19/15, 11/20/15, 3/10/16, 3/11/16 & 5/10/16. Our teachers also perform weekly parent outreach to inform parents of their child's progress. Our guidance department also performs parent meetings based on parental request or in regards to performance updates.

## **Part C: Providing Language Assistance Services**

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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.

Translation needs are performed by our parent coordinator and teachers on a needed basis and we have utilized the Translation & Interpretation Unit to perform a written translation of our parent handbook thusfar. All our documents are downloaded from the DOE website including Discipline Code, Behavior Code, Dress Code, Parent-Teacher Conferences and other important documents. Title I lunch forms are provided in all languages by our Office Of School Foods.

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.

Translation needs are performed by our parent coordinator as well as our teachers on a needed basis. In the event that we do not have a staff member capable of translating we would turn to the Translation & Interpretation Unit to perform any translations via over-the-phone after we have determined the language via the language "I Speak" palm card. If necessary, we would plan in advance for translation services or in the event that we require translation we would call the Translation & Interpretation Unit at the moment in which the services are necessary.

## **Part D: Training Staff on Policies and Procedures**

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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.)

Staff are all informed of how to use our translation services whether it is locating our parent coordinator, distribution of a language palm card or via email to staff on the procedures. We communicate in email to the staff and send photos of language and translation unit flyers and materials to the staff, we also explain in the email the procedures in place and the benefit of creating school and community relations.

## **Part E: Providing Notice of Language Assistance Services**

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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

The school will invite parents to a Parent Orientation Meeting to inform them of and review the school's policies and rules. Also, monthly parent involvement meetings are held. The parent coordinator interprets for parents who speak Spanish. In addition, meetings for the parents of graduating seniors are held by the guidance department. These meetings are translated orally and in writing in Spanish by the parent coordinator. If other languages are spoken the services of the language and translation unit are used upon the request of the parent.

## **Part F: Monitoring and Quality Control**

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

We continuously use any opportunity with parental contact to obtain feedback and any services they may needs. We also use the parent survey to gauge any necessities/requirements that our parents may indicate. The survey is conducted during PTA Meetings as well as workshops and ask questions such

as: What languages do you need translation of materials and what have been your experience with the translation and interpretation unit?