2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 22K535
School Name: LEON M. GOLDSTEIN HIGH SCHOOL FOR THE SCIENCES
Principal: SCOTT HUGHES
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: Leon M. Goldstein High School for the Sciences</th>
<th>School Number (DBN): 22K535</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: 332200011535</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9-12</td>
<td></td>
</tr>
<tr>
<td>School Address: 1830 Shore Boulevard Brooklyn New York 11235</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-368-8500</td>
<td>Fax: 718-368-8555</td>
</tr>
<tr>
<td>School Contact Person: Debra Eng</td>
<td>Email Address: <a href="mailto:Deng3@schools.nyc.gov">Deng3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Scott Hughes</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Kit Wainer</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Denise Kritikos</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Victoria Spicer</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): N/A</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
</tr>
<tr>
<td>Allen Avrakh</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: N/A</td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: 22</th>
<th>Superintendent: Michael Prayor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 1830 Shore Boulevard</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:MPrayor@schools.nyc.gov">MPrayor@schools.nyc.gov</a></td>
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</tr>
<tr>
<td>Phone Number: 718-368-8515</td>
<td>Fax: 718-368-8517</td>
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</table>

Field Support Center (FSC)
Brooklyn South (Team 6)

FSC: ________________________ Executive Director: ________________________

Executive Director’s Office Address: ________________________

Executive Director’s Email Address: ________________________

Phone Number: ________________________ Fax: ________________________

M. Degovia

415 89th Street Brooklyn, New York 11209

MDegovi@schools.nyc.gov

718-923-5171
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Hughes</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kit Wainer</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Denise Kritikos and Michelle Magliulo (Co-Presidents)</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Jose Velez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jennifer Bueno</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Eric Kovarsky</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Miriam Eberman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Wilsin Salvatore</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Hillary Stackpole</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Victoria Spicer</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>William Johnson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Grace Powell</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Randi Herman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Nayeli Zempoaltecatl</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td></td>
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<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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</tbody>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

### 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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

The mission of the Leon M. Goldstein High School for the Sciences is to enable students to reach their highest potential while gaining and enhancing an appreciation of the sciences as well as to pursue lifelong learning, to apply learning to life, and to contribute positively to their communities enabling them to become caring, productive global citizens.
The Leon M. Goldstein High School for the Sciences @ Kingsborough Community College, CUNY, is a four year high school (grades 9-12). The school is located in Manhattan Beach, Brooklyn, New York. Leon M. Goldstein High School for the Sciences is a public school under the administration of the New York City Department of Education.

LMGHS was opened in September 1993 by former New York City Mayor David Dinkins and the late Leon M. Goldstein, who was President of Kingsborough Community College for 28 years; the high school was later renamed in his honor. LMG is located on the northern part of the campus of Kingsborough Community College of the City University of New York; it overlooks Sheepshead Bay, Jamaica Bay, Rockaway Inlet, and the Atlantic Ocean. The school is housed in a building designed for LMGHS, built by the NYC Department of Education, and opened in September 2002.

Every year approximately 250 students enroll. It offers students an excellent college preparatory academic education. LMGHS was rated one of the best public high schools in New York City by New York Magazine and #191 out of over 1600 high schools nationwide by Newsweek Magazine.

Goldstein has collaborative partnerships with Kingsborough Community College (KCC), and is able to use many of its facilities (i.e.: the theaters in the Performing Arts Center (PAC), the Marine Arts Center (MAC), the college library, the KCC Art Gallery, the gymnasium, the waterfront, etc.). Leon M. Goldstein HS offers College Now classes for both juniors and seniors (students opt into the course in their junior year and all senior students are mandated to take two College Now classes in their final year of high school). These programs allow high school students to take college courses and earn college credits from CUNY while in high school.

Goldstein has state of the art facilities, and puts great emphasis on technology. The school has computer labs (all of which are equipped with Macs) on every floor, and at least one computer in every classroom. All classrooms in Goldstein are also equipped with a Promethean interactive whiteboard. This allows classes to be much more interactive due to access to the amazing information and communication features of the Internet in classrooms. Due to this high connectivity, teachers use the school website to post homework, and utilize Internet innovations such as blogs for homework and other assignments. Using this 21st Century technology fosters further academic discussion among students and teachers. LMG also offers technology savvy students the opportunity to join the Tech Squad to assist the school's computer technicians in maintaining school computers and equipment.

In order to meet the basic requirements to qualify for a diploma, students must complete four years of English, Science, Social Studies, Mathematics, Physical Education and elective classes; a total of 44 credits are required for graduation. In addition, students are required to complete at least one year of Foreign Language (in order to take the L.O.T.E. exam three years of study are required); one credit each of Music and Art are also required.

A New York State Advanced Regents Diploma will be given to students that pass the Regents Examinations in English, Global History, American History, Algebra, Geometry, Advanced Algebra and Trigonometry, a Life Science (e.g.: Living Environment) as well as a Physical Science (e.g.: Chemistry, Earth Science, or Physics) and the L.O.T.E. examination.

Leon M. Goldstein High School offers a large variety of Advanced Placement classes including: English Language and Composition, English Literature and Composition, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, World History, Calculus AB, Calculus BC, Computer Science A, Statistics, Biology, Chemistry, Environmental Science, Physics 1: Algebra-Based, Spanish Language and Culture.

A wide range of electives are offered to LMG students, such as: Drama, Piano, Jazz Band/Orchestra, Chorus, Ceramics, Painting, Government, Economics, SAT Preparation, Negotiations/Leadership, Robotics, Psychology, Environmental Science, and Forensic Science.
LMGH not only emphasizes the sciences, but the arts as well. The school has specially dedicated classrooms/studios designed for the Chorus, Drama, Painting, Ceramics, Photography, Piano, and Jazz Band/Orchestra students in order to foster the arts. Students at LMGHS have earned the NYC Chancellor’s Arts Endorsed Diploma in recognition of their study and commitment to their art form. In addition to SING!, Goldstein produces several theatrical performances throughout the year, showcasing students from the Drama and Chorus classes. There are also Winter and Spring concerts in which the school’s Jazz Band and Orchestra, Chorus, and Piano students perform for the student body and parents. The school’s Piano students also perform in a separate recital at the end of every school year. A large annual exhibition of student artwork is displayed in the (1600 square foot) Art Gallery of Kingsborough Community College every January; the gallery exhibition opening incorporates talks by participating art students and performances of the students in the Jazz Ensemble and the Chamber Chorus. The school has a small, but significant art collection including the painting, "Freedom of Artistic Expression" by Frank Herbert Mason (in the school library), the sculpture, "Genius" by Ralph Helmick (in the main lobby), as well as paintings, sculptures and photography by former students.

Leon M. Goldstein High School has a wide variety of varsity sports teams including a basketball team, swimming team, bowling team, soccer team, wrestling team, tennis team, girls volleyball team, and boys golf team. LMG has an active cheerleading squad called the “Boosters”; they play a key role in fostering school spirit and are present at most major school sports events. A popular school athletics tradition is the annual Students vs. Faculty game; basketball is primarily the chosen sport. The school's mascot is the dolphin, a very intelligent sea mammal and ancient symbol of the sea and intelligence. Dolphins are sometimes sighted in the waters near the school during the warmer months of the summer and early autumn.

LMGH has an active student government, which is elected every May. The school maintains positions for President, Vice-President, Secretary, Treasurer, and student representatives from each grade. There is also a Senior Council composed of a President, Vice-President, Secretary, Treasurer, and two cabinet members. The Senior Council is responsible for organizing Senior events, voicing concerns of the Senior class to the administration, and keeping the Senior class informed. Student representatives are also elected to serve on the LMG School Leadership Team.

The LMG School Leadership Team consists of representatives from the school administration, parents, teachers and students. The SLT meets monthly to discuss and work on issues related to implementation of the school's mission and vision.

Goldstein has scheduled a "Club Hour" on Wednesday afternoons for the various student clubs to meet. Clubs in LMGHS include: Basketball Club, Art Club, Anime Club, Black Student Union, World Health Awareness Club, Science Olympiad Team, Debate Club, Chess Club, Tech/Scenic Design/Stage Crew, School Newspaper Staff, Yearbook Staff, Tech Squad, Runners Club, Fishing Club, Asian Heritage Club, Hispanic Heritage Club, Italian Heritage Club, Muslim Heritage Club, Jewish Heritage Club, Chess Club, Book Club, and Film Club, etc.

SING! is held annually at LMG. It is a competitive musical theater production pairing the Seniors and Freshmen versus the Juniors and Sophomores. SING! is student run and consists of writing, song, dance, acting, costume design, and stage design, etc. SING! is an after-school activity which runs from September to December; the performances are held in early December. It involves a large percentage of the LMGHS student population and fosters school community spirit.

Leon M. Goldstein High School for the Sciences has a community service performance requirement for all students. Each student is expected to complete forty hours of community service per year. Community service can be defined as volunteer work; a wide variety of experiences are acceptable. The Guidance Counselors and the Coordinator of Student Activities (COSA) can assist students in finding appropriate placements.

LMGH students are members in several important national organizations such as a People to People International Student Chapter and a Key Club Chapter. Both of these clubs award community service credits to members who participate in club activities, and often involve the entire student body and school community through their
activities. Goldstein also has chapters of the Arista – National Honor Society and Archon Honor Society; student membership in Arista/Archon is awarded for exemplary work in community service and academic achievement.

3. Describe any special student populations and what their specific needs are.

As we have now completed the sixth year of the citywide initiative aimed at providing equity of access to all learners, we now have a sizable amount of students with IEPs (nearly 20% overall). As such, modified instructional practices which include multiple entry points are required (among other actions) for their success. All course-related supports that may be required are offered at Goldstein High School (SETTS, ICT, and self-contained classrooms).

4. Identify 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.

Rigorous Instruction: We’ve been very successful and are most proud of our ability to expand the amount of rigorous course offerings (provided to our students – we’ve now doubled the amount of Advanced Placement course offerings for our students and have mandated all students to take two CUNY College Now courses during their senior year.

Our next step aligned with this achievement, and a key area of focus for this school year is to ensure that of our learners are provided with these opportunities to ensure that all of our students leave our school college and career ready.
### School Demographics and Accountability Snapshot for 22K535

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
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<tr>
<td># Special Classes (ELA)</td>
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<td>SETSS (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
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<tr>
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<td># Music</td>
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<tr>
<td># Foreign Language</td>
<td>26</td>
<td># Dance</td>
<td># CTE</td>
</tr>
</tbody>
</table>

#### School Configuration (2018-19)

- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 1011
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)

- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)

- **# Special Classes (ELA)**: 5
- **# SETSS (ELA)**: 77
- **# Integrated Collaborative Teaching (ELA)**: 163
- **# Special Classes (Math)**: 5
- **# Integrated Collaborative Teaching (Math)**: 152

#### Types and Number of Special Classes (2018-19)

- **# Subject Area Special Classes**:
  - ELA
  - Mathematics
  - Science
  - Multicultural Education
  - Special Education

#### Racial/Ethnic Origin (2017-18)

- **% Title I Population**: 50.0%
- **% Attendance Rate**: 95.3%
- **% Free Lunch**: 70%
- **% Reduced Lunch**: 9.0%
- **% Limited English Proficient**: 0.5%
- **% Students with Disabilities**: 16.6%
- **% Multi-Racial**: 1.3%

#### Years Principal Assigned to School (2018-19)

- **6 Years Principal Assigned to School**
- **# of Assistant Principals (2016-17)**: 2

#### % of Teachers with No Valid Teaching Certificate (2016-17)

- **5%**

#### % Teaching Out of Certification (2014-15)

- **4%**

#### Overall NYSED Accountability Status (2018-19)

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

- **Elementary/Middle School**
  - **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
  - **Economically Disadvantaged**
    - N/A
  - **ALL STUDENTS**
    - N/A

- **High School**
  - **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
  - **Economically Disadvantaged**
    - N/A
  - **ALL STUDENTS**
    - N/A

#### 2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   a. Goldstein High School is now offering more Advanced Placement courses throughout the school’s history (18 courses in all).
   b. ICT Advanced Placement classes were piloted in 2017-2018, so as to ensure all learners were able to take advantage of these courses (AP World History and AP US History).
   c. Additional AP course offerings now allow students to take an Advanced Placement course in each year while in high school.
   d. World Language course selections tripled in 2017-2018, as the school added both Mandarin and Arabic as options for incoming students.
   e. Goldstein High School applied for and was selected as a Pre-AP school for 2018-2019.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Addressing the school’s average Student Growth Percentile scores in Algebra and Geometry. While our passing rates have historically and consistently been high for these exams, the relative growth of our students when compared to similar students was low for the 2017-2018 school year, with an average growth percentile of 35.47.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified
priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, through a collaborative analysis of school data and modification of curriculum, there will be an increase of our student’s performance when compared to their peers as measured by a 15 percent increase in our student's SGP (student growth percentile) for the 2018-2019 school year in Algebra and Geometry.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students that have taken the Algebra and Geometry exams in 2017-2018 as well as all students scheduled to take these exams in June 2019.</td>
<td>October 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Same as above</td>
<td>October 2018</td>
<td>Administration / Math Departmental Teams / Instructional Cabinet</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>Administration &amp; Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

**Target Group(s)**

Who will be targeted?

- All students that have taken the Algebra and Geometry exams in 2017-2018 as well as all students scheduled to take these exams in June 2019.

**Timeline**

What is the start and end date?

- October 2018
- October 2018
- September 2018 - June 2019
- September 2018 - June 2019

**Key Personnel**

Who is responsible for implementing and overseeing the activity/strategy?

- Administration
- Administration / Math Departmental Teams / Instructional Cabinet
- Administration & Teachers
- Administration

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**A review of the underlying MOSL data, including disaggregating the data along lines aimed at identifying trends and/or patterns (disaggregation by exam, IEP status, course-section, teacher, and ultimately item analyses along similar groupings).**

**Following the steps above aimed at identifying areas that have presented challenges to Goldstein students taking the Algebra and Geometry exams, a review of our curriculum / unit plans will take place to learn how our current plans support students in developing and acquiring these skills / standards.**

**Monthly Math Departmental Teams will be asked to do the following:**

- Review and modify existing curricula based on 2018 MOSL scores, June 2018 Regents exams, and uniform assessments given to students throughout the 2018-2019 school year.

**Observations will be conducted throughout the school year to confirm alignment with proposed shifts.**

Ongoing feedback and support via the P2P Triad groupings each month.

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### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will participate in these discussions both through our school’s monthly Executive Board meetings as well as through our PA meetings. Parents will be provided with an opportunity to share any obstacles and/or hurdles to their child’s success at the school through these forums. All feedback would be shared with all groups engaged in this work, with continued conversations taking place throughout the year during our monthly School Leadership Team meetings.

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. SBO vote for the 2018-2019 school year approved the use of one period / week for teachers to be engaged in continued curriculum development and/or revision.

2. When necessary, per-session opportunities will be made available to support this work.

3. Time allocated throughout the school year for Math teaches to reflect on our student’s performance and our plan to help our students improve in this regard.

4. A Professional Development committee consisting of teachers from all departments will be engaged in reviewing and monitoring the progress of this work throughout the year, making modifications when/if necessary.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

|   | C4E     |   | 21st Century Grant |   | SIG      |   | 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.

In January 2019, all students will take a uniform mock Regents exam and will demonstrate a 15-point improvement on average relative to our June 2018 Algebra and Geometry results.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The uniform mock Regents exam administered in January 2019.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

   1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

a. School offers opportunities for students to create and/or participate in a range of clubs based on their identified interests every Wednesday afternoon (“Club Hour”).

b. 95% of students say that they feel safe in their classes (2017-2018 survey).

c. 89% of students say that adults at Goldstein encourage them to continue their education after high school (2017-2018 survey).

d. School was rated "Well Developed" in our most recent Quality Review for indicator 1.4 (Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults).

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Ensuring that all students receive guidance and support in addressing the challenges they will face throughout the college application / admissions process and as a college student.

As a result of a survey completed by our current seniors, and in alignment with our College Access for All program, students indicated the following:

- 29.16 % of seniors indicated that they have not yet started their college applications.

- 34.02 % of our seniors did not have parents that attended college.

- 14.58 % of our seniors were the first in their family to plan to attend college.

- 56.94 % of our seniors stated that they do not currently know how they are going to pay for college.

- 82.63 % of our seniors stated that they will have to work in order to support themselves while attending college.
Related to this, in our 2017-2018 school survey, less than 50% of students selected positive responses in regards to "Personal Attention and Support" offered by the school (49%).

3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Our current supports, including and beyond the theme of College Access, include the following:

a. Full array of staff supports (guidance counselors, social worker, SPARK/SAPIS counselor, school psychologist, college advisor and dedicated college office).

b. Creation of "Big/Little Sib program" for upcoming 2018-2019 school year.

c. Weekly Club Hour (Clubs include LGBTQ, Respect For All, Muslim Heritage, Black Student Union, Jewish Heritage, Hispanos Unidos among others).

d. Regularly scheduled forums to receive feedback from all students in the school to learn of any supports that may be lacking.

e. Regular announcements, texts, and postings of supports available to students to ensure that they are aware of such supports.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, and as part of our College Access for All initiative, a four-year plan will have been developed for every cohort ensuring that all students are supported on a path beyond high school, as measured by 100% of our students having and using their Naviance account - our online digital college admissions platform.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A College Access for All team will have been created.</td>
<td>Students</td>
<td>August / September 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>A forum will be created with students to delve into why 50% of them have shared this experience with discussions centered around what actionable steps they would like teachers to take in order to address this.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A survey will be completed by all seniors at the September Senior Assembly aimed at helping us identify students requiring specific types of guidance and support.</td>
<td>Students</td>
<td>September 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Feedback from the students will be shared with the staff at large as well as the school's Instructional Cabinet.</td>
<td>Teachers / Administration</td>
<td>September 2018</td>
<td>- Administration&lt;br&gt;- Teachers</td>
</tr>
<tr>
<td>Through Instructional Cabinet meetings and the monthly College Access for All meetings, each department will develop a plan as to how their subject matter can play a role in this process (e.g.: English - resume writing, Technology - Naviance sign in).</td>
<td>Administration</td>
<td>September 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Guidance counselors will review Naviance activity of the students in their caseload on a quarterly basis.</td>
<td>Students</td>
<td>October / January / April / June</td>
<td>Guidance Counselors</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
Beyond informing parents of the available supports at the school, training will be provided that speak to the importance of the role in the parent in sharing with members of the school community challenges their child is experiencing. Such sessions will take place at our monthly and SLT meetings.

**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. SBO vote for the 2018-2019 school year approved the use of one period / week for teachers to be engaged in continued curriculum development and/or revision.

2. When necessary, per-session opportunities will be made available to support this work.

3. A Professional Development committee consisting of teachers from all departments will be engaged in reviewing and monitoring the progress of this work throughout the year, making modifications when/if necessary.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

1. Monthly meetings with College Access for All Team.

2. Monitoring of data in Naviance (e.g.: student use of application) - At least 50% of students will have accessed and utilized Naviance by January 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

1. Review of data in Naviance (e.g.: utilization).

2. Additional opportunities for feedback directly from students.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The school's Professional Development plan is authentically developed by teachers and provides all teachers to both articulate areas of professional growth they would like support with as well as opportunities to share best practices with their colleagues.</td>
</tr>
<tr>
<td>b. 83% of students say that their teachers use examples of different cultures, backgrounds, and families in their lessons to make learning more meaningful (2017-2018 student survey - Cultural Awareness and Inclusive Classroom Instruction).</td>
</tr>
<tr>
<td>c. 94% of teachers say they talk with one another about instruction (2017-2018 Teacher Survey - Peer Collaboration).</td>
</tr>
</tbody>
</table>

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Ensuring that all teachers (100%) are engaged in the work of developing and archiving materials aimed at supporting struggling learners within their classroom.

3. A 29% disparity exists between the passing rates of students with IEPs and students without IEPs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teachers will engage in collaborative efforts aimed at identifying and memorializing effective and impactful curricular resources for our struggling learners. This will result in a 5% increase in scholarship data for our IEP students.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>May 2018</td>
<td>Administration &amp; UFT</td>
</tr>
<tr>
<td>Item analysis of student performance by unit plans conducted during our monthly departmental team meetings.</td>
<td>Teachers</td>
<td>October 2018</td>
</tr>
<tr>
<td>Identification of unit plan to be archived by each teacher for each semester of the 2018-2019 school year.</td>
<td>Teachers</td>
<td>November 2018</td>
</tr>
<tr>
<td>Archiving of effective resources aimed at supporting struggling learners with the unit plan assigned to each teacher.</td>
<td>Teachers</td>
<td>September 2018- June 2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Feedback will be solicited from the parents aimed at learning what obstacles they believe present the greatest challenges to their children. In addition, feedback will be solicited from parents aimed at learning how we could best support them in supporting their child throughout high school.

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.

SB O- approved period from Professional Activity assigning all non-compensatory teachers with one period each week to engage in this work.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>

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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.

One unit plan for each teacher should be archived in Google Drive by February 2019.

Improvement in scholarship data by 5% during each marking period.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Review of materials / unit plans uploaded into Google Drive throughout the school year.

Scholarship data reviewed at the end of each marking period and disaggregated by IEP status.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. | a. In spite of only being able to fund a small administrative staff (only one full-time assistant principal + one F-status assistant principal for one day/week) for more than one-thousand students, the administrative team works and supports the students in a cohesive manner, with each administrator wearing multiple hats throughout the day/year.  
  b. The skill sets of the respective administrators complement each other well (organizational, operational, instructional) so that no key areas are lacking.  
  c. 89% of families feel that the principal works to create a sense of community in the school (2018-2019 Parent survey - Inclusive Leadership).  
  d. 91% of teachers say that the principal encourages feedback through regular meetings with parent and teacher leaders. (2018-2019 Parent Survey - Teacher Influence). |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. | Ensuring that feedback for teachers is continuous throughout the school year, with all teachers receiving feedback at quarterly intervals. |

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>By November 30th, all teachers will have been supported through an informal/formal classroom visit at least once. By February 1st, all teachers will have been supported through a classroom visit at least twice. By April 19th, 2019, all teachers will have been supported through at least three classroom visits.</td>
<td>As a result of this ongoing feedback and support, there will be a 10 percent increase in component 3c informal and formal observation ratings (Student Engagement).</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of a classroom visitation schedule by all administrators</td>
<td>Administrators</td>
<td>September 2018</td>
<td>Administrators</td>
</tr>
<tr>
<td>Weekly review of observation cycle during each cabinet</td>
<td>Administrators</td>
<td>September 2018 - June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Connecting observation cycle / feedback to teachers to ongoing curricular work in Departmental Team meetings.</td>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Engaging in norming activities with the administrative cabinet.</td>
<td>Administrators</td>
<td>September 2018-2019</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be informed of the school's instructional focus for the year through our PA meetings, SLT meetings, and/or letters to parents.

### 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. Providing additional supports / resources to ensure administrators are able to dedicate their time for visiting classrooms and providing meaningful feedback (i.e.: reduce time administrators spend involved in organizational/compliance matters that can be addressed by non-administrative staff).

2. An additional administrator will be added to the school budget for additional operational and instructional supports.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
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<td>Part 5 – Progress Monitoring</td>
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<tr>
<td><strong>Part 5a.</strong> 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.</td>
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<tr>
<td>Weekly reviewing of observation schedule to ensure all teachers are receiving meaningful and timely feedback and to confirm that the feedback is aligned.</td>
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<tr>
<td><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Advance application review.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Part 5c.</strong> In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>a. 97% of teachers say that staff regularly communicate with families about how they can help students learn.</td>
<td></td>
</tr>
<tr>
<td>b. We enjoy a very active Parents’ Association - whose members volunteer countless hours in support of our school activities and events.</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>a. Facilitating and streamlining communication to parents and students on all levels.</td>
<td></td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 100% of all Goldstein students and parents/guardians will have registered for two applications that will help facilitate and streamline communication pertaining to school-related matters for parents and students - IO Classroom and the Remind App.</td>
<td></td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Parents and Students</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

All parents will be able to articulate the medium of communication that will be most effective for them through the completion of an online form.

School will embrace multiple mediums of communication to ensure maximal involvement and participate by parents.

"Groups" will be organized to allow students and parents to receive information that they've determined to be relevant to them.

Opportunities to reflect and revise this plan will be in place throughout the school year.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

N/A

### 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.

IO Classroom and the Remind App, piloted for Seniors for the 2017-2018 school year, will be utilized by all students and parents for the 2018-2019 school year. E-mails and or paper letters would be provided for any families lacking a smart phone.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

2018-19 CEP 29
**Part 5 – Progress Monitoring**

| Part 5a. | Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
By February 2019, at least 80% of all parents and students will be registered for this application. |
|---|---|
| Part 5b. | Indicate the specific instrument of measure that is used to assess progress.  
Submission of appropriate contact information by parents and confirmation of the utilization of these application through administrative access. |
| Part 5c. | In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Report card grades, Internal FileMaker Student Information System, Review of progress toward graduation (transcripts / permanent records), meetings with the students and their parents.</td>
<td>Response to Intervention Protocol which seeks to prevent failure through academic intervention.</td>
<td>RTI is a three-tiered academic support model (1- In the classroom through multiple learning strategies. 2- Pull-out opportunities providing students to receive targeted support. 3- One-to-one tutoring for students that require more intense, explicit, and individualized instruction.)</td>
<td>During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day. Additional supports are also going to be provided during our recently added ‘I’ Band meeting three times/week.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Report card grades, Internal FileMaker Student Information System, Review of progress toward graduation (transcripts / permanent records), meetings with the students and their parents.</td>
<td>Response to Intervention Protocol which seeks to prevent failure through academic intervention.</td>
<td>RTI is a three-tiered academic support model (1- In the classroom through multiple learning strategies. 2- Pull-out opportunities providing students to receive targeted support. 3- One-to-one tutoring for students that require more intense, explicit, and individualized instruction.)</td>
<td>During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day. Additional supports are also going to be provided during our recently added ‘I’ Band meeting three times/week.</td>
</tr>
<tr>
<td>Science</td>
<td>Report card grades, Internal FileMaker Student Information System, Review of</td>
<td>Response to Intervention Protocol which seeks to prevent failure</td>
<td>RTI is a three-tiered academic support model (1- In the classroom through multiple learning strategies. 2- Pull-out opportunities providing students to receive targeted support. 3- One-to-one tutoring for students that require more intense, explicit, and individualized instruction.)</td>
<td>During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day. Additional supports are also going to be provided during our recently added ‘I’ Band meeting three times/week.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Report card grades, Internal FileMaker Student Information System, Review of progress toward graduation (transcripts / permanent records), meetings with the students and their parents.</td>
<td>Response to Intervention Protocol which seeks to prevent failure through academic intervention.</td>
<td>RTI is a three-tiered academic support model (1- In the classroom through multiple learning strategies. 2- Pull-out opportunities providing students to receive targeted support. 3- One-to-one tutoring for students that require more intense, explicit, and individualized instruction.)</td>
<td>During the school day (pull-out, push-in models), as well as the mandated tutoring sessions at the end of the school day. Additional supports are also going to be provided during our recently added ‘I’ Band meeting three times/week.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Mandated Counseling: Our recently hired Social Worker will oversee all mandated counseling and will provide these services to our students. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times/year). Our school psychologist meets with students during the regular hours of</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
each school day. Students will demonstrate growth in achievement as evidenced by an increase in their grades and attendance on their report cards (issued six times/year).
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
School supplies, books, glasses, and clothing if needed.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

N/A

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).

N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A
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.

N/A

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Column A  Verify with an (X)  Column B  Section Reference(s)

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 the school. Leon M. Goldstein High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leon M. Goldstein High School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>- providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

### Parental Involvement and School Quality

The 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. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC) Template

Leon M. Goldstein High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

• ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

• notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

• arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

• planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

• assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

• sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

• supporting parental involvement activities as requested by parents;

• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
• complete my homework and submit all assignments on time;
• follow the school rules and be responsible for my actions;
• show respect for myself, other people and property;
• try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>select one</td>
<td>22K535</td>
</tr>
</tbody>
</table>

| School Name | Leon M. Goldstein High School for the Sciences |

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Scott Hughes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Steven Sclavos</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Maria Smith</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Katia Duval</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Victoria Spicer / Global History</td>
</tr>
<tr>
<td>Parent</td>
<td>-</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Debra Eng</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Vassallo, Deshawn, Para</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Michael Cerretti</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Michael Prayor</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 1017 | Total number of ELLs | 15 | ELLs as share of total student population (%) | 1.47%

**Part II: ELL Demographics**

**A. ELL Programs**

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

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>Transitional bilingual education program (TBE)</th>
<th>Dual language program (DL)</th>
<th>Freestanding ENL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>TBE</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>DL</td>
<td>No</td>
<td>Yes</td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
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<tr>
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<td>DL</td>
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</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Not only do we use the NYSESLAT scores from the previous year to assess our students’ progress, but we also administer a base-line exam in September. This exam is designed in house with a focus on all four modalities. The test includes: 1. a lecture with multiple-choice questions to evaluate listening skills 2. a writing sample and a grammar section to evaluate written expression proficiencies 3. reading passages with comprehension questions to assess reading comprehension weaknesses 4. a speaking section.

2. What structures do you have in place to support this effort?

   All students take base-line exam and a group plan is made to address the needs of the class as a whole and individual issues are noted to be addressed during individual practice time. Using the September assessment, the 2 weakest modalities are
selected to be focused on. In September of 2016, 4 students received 35% or less on the reading exam and 2 students got low scores on the writing section of the exam. Therefore, we opened the year focusing on reading strategies and having students practice these strategies as they read a short novel, and then, we set up independent writing activities. During these activities, individual problems were diagnosed and students worked to learn to identify these mistakes and self-correct. Finally, as the year unfolded, we designed units to address the needs identified by not only the base-line assessment but also subsequent mini assessments. Moreover, these mini periodic assessments are given in each modality to see if progress is being made. The first informal assessment for 2016 showed growth in questioning, inferring, making connections between outside sources and the text and summarizing. These periodic assessments can be either formal or informal, but the data gleaned from them is used to design curriculum that will address areas of weakness and to reinforce skills that will ensure progress.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? We are using the NYSESLAT, our own baseline assessment and periodic assessments. Moreover, if a student is in the 10th or 11th grade, we also use at the ELA and Global Regents and all summative classroom assessments to define areas that need improvement. For 9th graders, we give 4 periodic assessments throughout the year.

4. What structures do you have in place to address interventions once the summative data has been gathered? The BESIS coordinator reviews the RLAT and the RNMR to see whether the students advanced one level in two consecutive years or gained 43 points if the student remained on the same level. She evaluates the progress or setbacks in each modality using the RNMR report. Using this data, our BESIS coordinator uses that information to design individual and group instructional goals. Moreover, she reviews all transcripts to see each student’s yearly progress in both Math and ELA. All this information is reviewed with the students when they are setting their goals and reflecting on their progress. In addition, the BESIS coordinator reviews the goals set and the data from both the RLAT and the RNMR with the guidance counselor and the parent during the annual review. Finally, the ELL teacher individual meets with each ELL student to revisit his goals, adjust them and evaluate progress bi-annually.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] We collect and review summative assessments such as the NYSESLAT, Regents, base-line assessments and periodic assessments. Yet, since our program is small, it is difficult to see patterns, but our special needs ELLs are struggling with the challenging curriculum and the new CC Regent exams. After reviewing the data, our BESIS person shares the data from these various assessments with the Committee for at Risk Students and the APs who turnkey the data to the content area teachers who work with ELLs. The APs offer opportunities to these professional content area teachers jointly to work with an ELL teacher to modify lessons using strategies which enhance the ELLs’ comprehension and access to disciple specific content and language. Moreover, co-teaching teams, a content area teacher and ELL teacher, use the data to adjust and design instruction. Moreover, at LMGHS, we have started to run sheltered self-contained content area classes. Our committee that focuses on at risk students proposed these classes to assist ninth grade special education students and special education ELLs to learn study and organizational skills and basic math and reading skills. These classes with their focus on literacy across the curriculum and organizational skills have helped students acclimate to high school and be successful.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. NYSESLAT and Regents are used to inform the ELL program.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The evaluation of the ESL program is done annually. The LAP team reviews student data, the NYSESLAT, the Periodic Assessments and informal classroom assessments to evaluate the strengths and weaknesses of the program. The team also reviews the goals that were set the year before and evaluates whether they were achieved. Then, new goals for the next year are set and an action plan to achieve those goals is created. These plans are shared with the Committee for At Risk Students and co-teaching ESL-content area teams and feedback is requested. Finally, the LAP committee concretizes the goals and action plan and distributes them to each ESL-content area co-teaching teams.
### 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.
      
      For our ESL program, all transitioning, expanding and commanding students are served in integrated ESL/content area classes either in the English department or the Social Studies department. All students are grouped heterogeneously according to proficiency levels and homogeneously according to grade level. All SE transitioning and expanding 9th and 10th grade ELLs will be served in a heterogeneous ELA class taught by a dually certified teacher with no more than 2 contiguous grades (i.e. 9th and 10th). Entering and emerging students will be served in heterogeneous standalone ENL classes of no more than 2 contiguous grades (i.e. 9th and 10th).
   
   b. TBE program. *If applicable.*
      
      At present, we do not have a transitional bilingual language program. However, in the future, if our population changes, we will create the necessary programs and program accommodations.
   
   c. DL program. *If applicable.*
      
      At present, we do not have a dual language program. However, in the future, if our population changes, we will create the necessary programs and program accommodations.

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)?

   For our commanding level ESL students, we provide two sessions of ENL/Content Area instruction. Each session runs 57 minutes and a certified ESL teacher is pushed into the content area class for those two sessions. For our transitioning and expanding level ESL students, we provide one integrated ENL/Content Area class which runs four times a week for one fifty-seven minute session. These students are served in either an ENL/ELA or ENL/History class with a dually certified ESL/ELA teacher or two teachers – one certified in SE/History and one in ELA/ESL. In 2017-18, we do not have emerging students, but if we did, we would provide one single ENL class which would run four times a week for one fifty-seven minute session and one ENL/ELA or ENL/History class which would run four times a week for one fifty-seven minute session. The stand-alone ENL class would be taught by a dually certified ESL/ELA teacher and the integrated ENL/History class would be team taught by a certified SE/History teacher and an ELA/ESL teacher. At present, we do not have any entering ESL students. However, if that changes, we will provide 3 units of ESL: one stand-alone ENL class, one ENL/ELA class and one ENL/Content Area class.

   The ESL/ELA class, taught by a dually certified teacher (ESL/ELA), follows the follow structure.
   
   - **Day 1:** (Single Band- 57 minutes): Group instruction (20 minutes- modeling), group, pair or individual application (25 minutes), group share (12 minutes); biweekly independent reading with journaling and conferencing with individual students (57 minutes).
   - **Day 2:** (Single Band- 57 minutes): Group instruction (20 minutes- modeling), group, pair or individual application (25 minutes), and group share (12 minutes).
   - **Day 3:** (Single Band- 57 minutes): Group instruction (20 minutes- modeling), group, pair or individual application (25 minutes), group share (12 minutes); monthly independent writing and conferencing with individual students (57 minutes).
• Day 4: (Single Band- 57 minutes): Group instruction (20 minutes- modeling), group, pair or individual application (25 minutes), group share (12 minutes); monthly sessions of either independent vocabulary development or listening practice (57 minutes).

The ENL/Content Area (History) classes are team teaching classes but at times use parallel teaching and complementary teaching strategies effectively to support all ELLs.

One teacher who modifies instruction and monitors the progress of all ELLs in her class teaches the ENL/ELA classes.

As mandated by CR Part 154, commanding students are receiving the 90 allotted minutes of ESL instruction, the expanding and transitioning students are receiving the 180 allotted minutes of ESL instruction. When we have emerging students, they will receive the 360 allotted minutes of ESL instruction per week. When we have entering ELLs, they will receive the 540 allotted minutes of ENL instruction.

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.

Language and content objectives are clearly defined and reviewed with students. When required, supplementary materials are used and content is adapted to suit the students’ proficiency levels. Students engage in meaningful activities which emphasize key vocabulary and which build background linking past learning with new concepts. Multiple techniques and modalities are used to make content concepts clear while teachers provide ample opportunities for students to practice learning strategies and break into scaffolded materials. There is frequent opportunities for discussion and for students to clarify key concepts with hands-on activities that integrate all language skills. Assessments are also created to suit students’ academic levels and to develop skills that will improve their language proficiency. When intervention is required, students are supported so they feel capable and respected.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All testing is done in English. If a Regents exam is administered in a native language, a grader with the appropriate license in the content area and the language will grade the exam. If the school needs to reach out to a school in its network for this assistance, it will.

5. How do you 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. For SIFE students, we diagnose any literacy issues such as confusion with sound-symbol correspondence, difficulty distinguishing between sounds not in their native languages, difficulty remembering sight words, lack of awareness of sentences and paragraph formation and lack of use of capitalization and punctuation. Then, we set up an individual instructional plan such as using the Wilson reading program to strengthen phonetic knowledge and develop the memory of sight words. If a bilingual paraprofessional is required to help the students, we request one.

b & c. The instruction in the ENL/Content Area classroom is common core standards based where a cohesive integration of ESL/ELA and ESL/History objectives, assessments, and student performance drives curriculum design. Students’ needs and deficiencies are addressed individually or in whole class mini-lesson instruction. Teachers address many topics such as text complexity and break-in strategies, inferences and main ideas, reading strategies, paragraph development and unfolding, listening and note-taking, and testing strategies. Moreover, all four modalities are used to teach these topics. Weekly, we work on listening, reading comprehension, and written expression skills. Teachers create learning environments where students engage in accountable talk, use a diverse assortment of graphic organizers and do a series of complex tasks that have been scaffolded to allow for successful practice and content knowledge and language acquisition. Secondly, based on the review of data from the reading and writing portions of the NYSESLAT and other student work, students are guided to work on individualized reading, speaking, and writing programs, which let students
work at their own pace and address their own needs. The expectations of the independent reading, speaking and writing programs are clearly defined and the programs allow students to avoid needless repetition and to focus on the mastery of core concepts. Finally, during whole group instructional time or parallel teaching time, the ESL teacher models skills and strategies that ELL students will practice during their independent sessions. All projects require students to deal with multiple modalities on a challenging level and in an integrated format. Also, content area based units allow for development of schema and activation of prior knowledge.

d. At present, we have 5 long term ELLs. All of these students are special needs students. Their weakest areas are the reading and writing modalities. The NYSESLAT exams are reviewed annually to determine the weakest modalities. Once the data is evaluated, curriculum is designed according to the needs of the students. Formal and informal periodic assessment tools help the ELL teacher refine and alter curriculum design throughout the term to enhance student learning. The long-term ELLs, as the students discussed in section b & c, have a Common Core based curriculum where assessments and student performance drive curriculum design. As listed above, students have individualized reading and writing programs as well as whole group instruction. Moreover, the 9th and 10th grade long term ELLs receive a grade-appropriate ICT ELA class or a self-contained ELA with a literacy focus in addition to the literacy-based ELA class where they receive their ESL services. All the 11th and 12th grade long term ELLs are scheduled for an ICT ELA class in addition to a US History/ESL team-taught class where they receive their ESL services. Finally, within the literacy-based US History/ESL classrooms and the ELA/ESL classrooms, reading and writing strategies are scaffolded and modeled each day and the students are required to practice them when reading documents and stories and writing about their discoveries. Finally, academic vocabulary and breaking in to complex texts are major focal points for these students.

e. For the former ELLs, since we have so few on each grade level, we have devised individual programs for each ELL. The teacher and former ELL student design these programs. Nonetheless, the student is serviced in a content area class where a general education teacher teaches for four bands a week and an ELL teacher team-teaches for 2 bands of that week. The former ELL fills in an initial survey when the team-teaching course begins and the ELL teacher collects data from writing samples, the survey and observations of the student's speaking, reading and listening performance. Then, together the ELL teacher and the former ELL set up goals and work towards them. The teacher scaffolds work for the former ELL when required. Moreover, the BESIS coordinator works with the guidance department to track the progress and growth of the former ELLs. Progress reports are sent to all teachers of former ELLs and the guidance department and the BESIS person review these reports to see where they should intervene to support the students academically. The guidance counselors follow through on organizing interventions such as peer tutor referrals, after school tutoring referrals, Regents tutoring referrals and requests for class and subject buddies. If a student is at risk of failure in one or more classes, the student is required to meet with his/her guidance counselor weekly to address organizational, motivational, academic, and social needs. As part of the weekly meetings, the student is required to set goals and self assess his/her achievement of the goals.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
There is a focus on discipline-specific vocabulary, scaffolding of tasks, and modeling of writing and reading strategies for all content area subjects. One-on-one tutoring, glossaries for content areas, and simplified reading passages are also used in content area classes.

7. 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?
Out of our 8 ELLs and 7 former ELLs, there are 15 with special needs. Two of our ELL students are in self-contained ELA classes and 6 are in ICT ELA classes. While 5 of the former ELLs are in self-contained ELA classes, 2 are in ICT ELA classes. Secondly, these 15 students are provided with special individual programs in the ELL/ELA or US History classrooms. Moreover, schedules are modified based on language proficiency. A student with less language proficiency and a strong math background will be scheduled for a chemistry class versus a living environment class. Other scheduling modifications are made according to individual needs. Independent courses of study to enhance or to provide remediation are designed to support each student's language growth. Alternative assessments such as i-movies, non-fiction reading journals, and visual essays are all used to support content knowledge access and development.
8. 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.

Targeted intervention programs include peer tutoring in a student’s native language or English, Regents tutoring, after school tutoring in all content areas, and a guidance counselor with whom students meet to set goals and track progress. Finally, other types of programs offered by our school to support our ELLs and former ELLs include AIS, counseling, referral for related services, parent conferences to develop action plans, referrals to community agencies, targeted instruction, student assessment analysis (organized by the guidance office) and pupil personnel committees. Most of these services are provided in English, but if translation services are required, they are sought out. In 2017-18, more than half of the incoming special education ELLs will be scheduled for self-contained content area classes that promotes study skills, basic literacy skills and basic mathematic skills.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

There may be 2 changes depending on the budget. First, we would like to have a reading specialist work with the ESL teacher to help develop a more streamlined reading program to build comprehension skills for all the ELLs and former ELLs. Also, we would like to establish stable co-teaching teams, so teachers can create better, more targeted curriculum with language and content goals.

10. If you had a bilingual program, what was the reason you closed it?

We have never had a bilingual program.

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

We are a one-program school and all students are eligible for all course offerings and programs. All students may apply for AP courses and electives with the approval of their teachers and with a willingness to work hard. Special programs are also run to support students who are struggling in core content area subjects. All freshman ELLs are eligible for these classes if their skills are limited. Because of the size of the ELL population, there are few after school programs that are specifically geared to ELLs. However, all tutoring and after school programs are available to ELLs. All clubs, sports teams and extracurricular activities are open to all. LMGHS has a Latino club, an Asian club, a Jewish heritage club, an annual cultural fair, a black student union, a movie club that shows movies from all over the world, a respect for all club and many other activities to make ELLs feel part of the LMGHS community.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All classrooms have smartboard technology which means all classrooms have internet access. Streamed materials and visual and audio materials are available for use in all classrooms. Audio book and audio textbook access is available for many of the schools resources. Also, there are new computer carts which can be used in all classrooms in the school. There are computer labs where music and HTML courses are taught. Finally, some ELLs have been given IPADs and laptops, so they can have texts read to them and so they can work on organizational skills.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

We only have an ENL program, but peer tutoring supports students who want to maintain their native languages and plan to take a Regents Exam in their native language. Peer tutoring with this goal in mind is strongly encouraged and the guidance office usually pairs students in study teams when students show interest.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

All curriculum and activities are designed with ELLs’ ages and interests in mind. Texts such as Mango Street are read to discuss the larger issues of home and the immigrant experience. Clubs and the International Day are promoted to encourage unity, a welcoming tone, and to allow ELLs to share their experiences, cultures and talents.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

We do not share a building, but if we do in the future, a plan to share resources will be created.

16. 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).

In the last 7 years, we have neither had new ELLs nor ELLs who enrolled throughout the year. If a new ELL enrolls or matriculates mid-year, the parent coordinator, the guidance counselor and the BESIS coordinator will ensure that the student is welcomed. Secondly, the BESIS coordinator with the help of the Parent Coordinator sends all relevant flyers about city summer programs for ELLs to incoming ELL students. Also, we have a club fair with many clubs that might interest our ELLs such as the Asian club and the Spanish club. For the past six years, we have had an international day to introduce world cultures. This year, the Social Justice class will hold forums to spark conversations about race, ethnicity and justice for all.

17. What language electives are offered to ELLs?

We only offer Mandarin and Spanish at the school. Because of scheduling issues and because many of our ELLs are special needs ELLs, most ELLs do not take a language class until they have passed out of the ESL program or until they are in the 11th grade.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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 and non-pedagogic staff.) 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?

Since Leon M. Goldstein High School only has one licensed ESL teacher, all opportunities offered within our network are reviewed by the ESL teacher and by the administration and the teacher of ELLs is encouraged to attend. Moreover, the ELL staff is encouraged to attend workshops offered by the Department of Education and share the information received with the entire staff. The school works hard to ensure that fifteen percent of PD for all teachers is ELL specific and fifty percent of PD for the ESL/ENL teacher is ELL specific. Finally, many of our staff actively pursue professional development opportunities offered by local chapters of NCTE, BETAC, TESOL, NYSABE, the NYC public library, and the Office of English Language Learners. Since there is only one ESL teacher working with ELLs, professional development is outsourced. The ELL teacher is encouraged to attend programs run by District, State and National organizations whose focus is ELL education. All teachers, whether content teachers or the ESL teacher, are encouraged to attend these programs. The ELL committee which is made up of the ESL teacher, the content teachers and paraprofessionals that deal with ELLs spend portion of the professional block sharing best practices and discussing critical articles and texts about ELL methodology such as the SIOP model, text complexity, dictation methods, empowerment and language acquisition and cultural literacy.

2. 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.

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

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?

   Annual conferences are set up by the designated ELL guidance counselor. If a translator is required, one is sought out whether it be an in-house translator or a translator via speaker phone from the DOE translation service hotline. The ESL teacher, the guidance counselor, the parent and student are all invited. Also, if possible, one content area teacher will be present. At the meeting, the results of the NYSESLAT and the opening periodic assessment are reviewed with the student and parent, goals which the student and ELL teacher have set are evaluated and refined and any concerns about content area subjects and language acquisition issues within those subjects are shared. If required, adjustments to the goals and the language development plan are made by the ESL teacher and the student.

   Records of attendance and letters distributed at the annual meetings will be filed in the guidance office. The designated ELL guidance counselor will keep a record of all her meetings, phone calls and correspondence with each ELL parent in the students’ files. All informal records of conversation with parents of ELLs will be recorded in Filemaker under the ELL note category.

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

   The parent coordinator and the Leon M. Goldstein School staff encourage and seek out parental involvement. At our September Parents’ Evening, we have set aside an hour reception for the parents of ELLs and Special Education Students, the teachers of these students and the students. This is an opportunity for the parents to meet the staff working with the children and for the teachers of ELLs to welcome the students and parents of ELLs to the LMGHS community. At this initial meeting, we ensure that a few translators are available and tell the parents which languages our staff members speak. Also, we inform the parents about the DOE translation service which will allow them directly to communicate with their child’s teachers. Moreover, the parent coordinator will distribute important contact information, show parents the translation button on the school website and introduce staff that the parents can contact if they have concerns. In May at the last Parents’ Evening, the BESIS person and the parent coordinator will be available, so the parents of ELLs, the teachers of ELLs and the ELL students can meet with them. At these meetings, the ELL teacher and the parent coordinator will ask for feedback about whether the parents felt informed and included in the LMGHS community and what changes would help them feel more involved and knowledgeable about their child’s progress. Moreover, our Parent Coordinator has set up a phone messaging system and an e-mail database to inform parents of upcoming events and Parent Association meetings. She has put together an informal network of people to translate letters and call ELL parents keeping them abreast of events and their children’s progress.

   All our parental involvement activities are designed based on the data collected through surveys and Parent Association
meetings. Annually, activities are set up for all parents including parents of ELLs by the Parent Coordinator based on the data collected concerning parents’ needs. Workshops to which ELL parents are invited include: Internet Safety, Choice and Consequences: Teen Drinking and Driving, Bully and SAT Prep. More workshops and activities include: The Process of College Admissions and FAFSA: Step by Step. Finally, PTA meetings, College Information Night, Financial Aid Night, sports awards, the winter and spring concerts, the musical revue, the cultural fair and other student centered activities involve all parents in the school community and the ESL staff and the parent coordinator encourage all ELL parents to attend these events.

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.

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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Scott Hughes, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Hughes</td>
<td>Principal</td>
<td></td>
<td>09/08/17</td>
</tr>
<tr>
<td>Steven Sclavos</td>
<td>Assistant Principal</td>
<td></td>
<td>09/08/17</td>
</tr>
<tr>
<td>Debra Eng</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/08/17</td>
</tr>
<tr>
<td>Maria Smith</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/08/17</td>
</tr>
<tr>
<td>-</td>
<td>Parent</td>
<td></td>
<td>09/08/17</td>
</tr>
<tr>
<td>Victoria Spicer</td>
<td>Teacher/Subject Area</td>
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<td></td>
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</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Katia Duval</td>
<td>School Counselor</td>
<td></td>
<td>09/08/17</td>
</tr>
<tr>
<td>Michael Prayor</td>
<td>Superintendent</td>
<td></td>
<td>09/08/17</td>
</tr>
<tr>
<td>Michael Ceretti</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>09/08/17</td>
</tr>
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</tr>
<tr>
<td>-</td>
<td>Other</td>
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</tr>
<tr>
<td>-</td>
<td>Other</td>
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</tr>
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</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 22K535  School Name: Leon M Goldstein High School  Superintendent: Michael Pryor

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debra</td>
<td>Eng</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   1. We have all incoming students complete the NYCDOE Language Preference Form.

   2. Families also articulate this when they complete the Blue Emergency Contact Form.

   3. The parents of students arriving at Goldstein HS from non-DOE schools complete the HLIS.

   4. We regularly review Home Language data stored in ATS (e.g.: RESI report).
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
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<td>ALBANIAN</td>
<td>3</td>
<td>0.29</td>
<td>3</td>
<td>0.29</td>
</tr>
<tr>
<td>AMOY (A.K.A. FUKIENESE)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>ARABIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BENGALI (BANGLA IN BANGLADESH)</td>
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<td>0.67</td>
<td>6</td>
<td>0.58</td>
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<td>1</td>
<td>0.1</td>
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<td>GEORGIAN</td>
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<td>12.78</td>
<td>113</td>
<td>10.85</td>
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<tr>
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<td>0</td>
<td>14</td>
<td>1.34</td>
</tr>
<tr>
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<td>1</td>
<td>0.1</td>
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<tr>
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<td>1</td>
<td>0.1</td>
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<td>1</td>
<td>0.1</td>
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<td>0.1</td>
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<td>MANDARIN</td>
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<td>0.1</td>
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<td>0.1</td>
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<td>Language</td>
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<td>Household Popularity</td>
<td>Population Growth</td>
<td>Language Usage</td>
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<tr>
<td>------------------------</td>
<td>-------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>TADZHIK (AKA TAJIK)</td>
<td>105</td>
<td>10.09</td>
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<tr>
<td>URDU</td>
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<td>UKRAINIAN</td>
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</tr>
<tr>
<td>UZBEK</td>
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<td>0.1</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>VIETNAMESE</td>
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<tr>
<td></td>
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<td>2</td>
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<tr>
<td></td>
<td>1</td>
<td>0.1</td>
<td>1</td>
<td>0.1</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Popularity</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Documentation</td>
<td>May of each year</td>
<td>Google Translate</td>
</tr>
<tr>
<td>All grade-related data / scholarship data for students</td>
<td>Throughout the school year</td>
<td>ioClassroom provides the functionality to translate all documents into their preferred language.</td>
</tr>
<tr>
<td>All school documentation posted on our school website</td>
<td>Throughout the school year</td>
<td>Educational Networks provides the functionality for all viewers of our school website to have all information / documentation translated into their preferred language.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
### Meeting Name, Month/Frequency of Meetings, How does your school plan to provide interpretation service(s)?

<table>
<thead>
<tr>
<th><strong>Meeting Name</strong></th>
<th><strong>Month/Frequency of Meetings</strong></th>
<th><strong>How does your school plan to provide interpretation service(s)?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Night</td>
<td>September/May</td>
<td>Upon request we provide oral translators at these events. Translator provides one to one translation for families with teachers.</td>
</tr>
<tr>
<td>Parent/Teacher Conferences</td>
<td>November/March</td>
<td>Upon request we provide oral translators at these events. Translator provides one to one translation for families with teachers.</td>
</tr>
<tr>
<td>Graduation</td>
<td>June</td>
<td>Provide sign language translation at ceremony.</td>
</tr>
<tr>
<td>Awards Ceremonies</td>
<td>Throughout the school year</td>
<td>Provide translator at these events based on request.</td>
</tr>
</tbody>
</table>

3. **Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.**

We utilize school staff who speak the home language of the parent/guardian for translations. Our school voice messaging system allows messages to be recorded and transmitted in multiple languages.

---

### Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff members receive digital copies of Chancellor’s Regulation A-663 through their DOE email accounts. A professional develop workshop will be presented to staff on November 6, 2018 Chancellor’s Conference Day. All staff are provided with information regarding the over the phone translation services each year.

---

### Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Translated signage at both the Security desk and the main office. Provide parents/guardians with translators at meeting upon their request. Additionally, school based translators are brought in to informal school meetings to assist when it is indicated in conversation that the parent/guardian would benefit.
Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We plan on holding an end-of-year meeting with all such parents for the purposes of receiving feedback and identifying next steps to ensure that language barriers play a minimal role in supporting our students. As a result of previous feedback, we transitioned to applications that provide translating services to parents/students (school website, io Classroom).