2018-19

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

School Name: ROBERT H. GODDARD HIGH SCHOOL OF COMMUNICATION ARTS AND TECHNOLOGY

Principal: JOSEPH BIRGELES
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Robert H. Goddard High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>27Q308</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>342700011308</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>138-30 Lafayette Street, Ozone Park, NY 11417</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-848-8357</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-848-8579</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Rose Pino</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Rcorcinopino2@schools.nyc.gov">Rcorcinopino2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Dr. Joseph J. Birgeles</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Samantha Stanton</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Luigina Capi</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Beth Hanning</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>MicheleLew</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Kimberly Singh, BibiHetnarine</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>VallerieWorthy</td>
</tr>
</tbody>
</table>

District Information

| Geographical District: | 27 |
| Superintendent: | Juan Mendez |
| Superintendent’s Office Address: | 30-48 Linden Place, Flushing NY 11354 |
| Superintendent’s Email Address: | JMendez2@schools.nyc.gov |
| Phone Number: | 718-281-3441 |
| Fax: | 718-281-7690 |

Field Support Center (FSC)
District 27

FSC: ____________________________ Executive Director: ____________________________
Marlene Wilks

8201 Rockaway Blvd., Queens, NY 11416

Executive Director’s Office Address: ____________________________________________

MWilks@schools.nyc.gov

Executive Director’s Email Address: ____________________________________________

917-520-6743 718-348-2996

Phone Number: ____________________________ Fax: ____________________________
## 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>Joseph Birgeles</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Samantha Stanton</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Luigina Capi</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Rose Pino</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Michele Lew</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Kimberly Singh</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Bibi Hetnarine</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Beth Hanning</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Brittnay Badalucco</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Tomal Ehsan</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Michele Lew</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Akriam Daifallah</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sonia Morales</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Veronica Gottlieb</td>
<td>Member/ Parent</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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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>
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<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
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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We Believe students learn best when they are immersed in an active, student centered, and visually dynamic and creative learning environment. As a TEAM we are creating a Learning Community to foster people’s commitment and capacity to learn at all levels.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

As a high performing college preparatory high school (97% Graduation Rate-August 2018) we provide students with an array of challenging and enriching academic programs *(STEM Based Labs, Robotics, Computer Coding, Advanced Placement Courses, Adobe Photoshop, College Courses)* that will prepare them to be reflective readers, thoughtful writers, and strong critical thinkers. Given the dynamic size of our school community (600+ Students), the teachers and staff have the opportunity to work collaboratively and personally with all students.

Our emphasis on critical differentiated reading *(Achieve3000)*, writing *(Common Core Argumentative Tasks)*, critical thinking *(QFT, FLSA, Rigor Mining)*, and creative artistic expression *(AP Art, Photo-Shop, Lincoln Center Partnership)* fosters the skills our students need to achieve their future goals. All students are expected to meet the New York State Standards, Common Core Regents requirements, graduate with an Advanced Regents Diploma, and take either an AP or College Level course prior to graduation.

We are very committed to providing our students with numerous post-secondary college skills and experiences by offering Advanced Placement (AP) courses to encourage students to push their thinking so they will be prepared for college. To foster equity by tenth grade any student who is interested in taking an AP course may apply. For 2018-2019, we are offering the following AP courses: World History, US History, Psychology, English Literature, Art, Computer Science Principles, Spanish, Macroeconomics (Total-8). Over the years we have been honored to have students receive AP Scholar Awards and a Scholar Award of Distinction from the College Board for their performance on the AP exams.

As a College preparatory high school we are also committed to providing our students with viable college level course work and experience through our college partnership programs with Plaza College, and dual credit programs linked to Medgar Evers College and University of Albany.

At Goddard students come first. We are very intentional in creating a student centered learning environment where all students feel engaged and challenged. We achieve this by equipping our classrooms with a variety of dynamic technology *(3D Printer, MacBook Pros, Photoshop, Digital Elmo Projectors, Digital Assessment Clickers, and MacBook Printing Stations)*. Our Digital Art Studio and STEM Science Lab also affords students with the opportunity to generate powerfully expressive and compelling projects, such as building and operating self-created robots and working on real world research projects for our Science Fair.

As an institution of higher learning we also believe very strongly in offering students dynamic enrichment activities to strengthen their Emotional Quotient (EQ). To achieve this we provide students with a variety of programs such Chess, Cheerleading, Yearbook, Debate, World Cultural Club, Technology Club, Advanced Robotics, Student Government, National Honor Society, etc. We also offer the following competitive sports program for athletes through the PSAL: Boy’s Basketball, Boy’s Soccer, Boy’s Baseball, Girl’s Softball, Girl’s Basketball, Girl’s Soccer, and Co-Ed Cricket.

Promoting a positive school culture is also an essential goal at Goddard High School. Therefore, we provide students with numerous opportunities for them to grow socially and intellectually by participating in the following school-wide
events: Talent Show, Art Gallery Exhibit, School Theatre Productions, Multi-Cultural Expo, College Alumni Panel Discussions, Fall Festival, College Trips, International Trips, Career Day, Internship Workshops, Spirit Week and Field Day activities.

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

At Goddard High School we also work hard to meet the needs of all of our students especially our ELL and Special Needs students. At Goddard we offer among other models ICT, and ELL integrated and stand alone services. We assist all of our students, with the following strategies:

- Differentiated assignments
- Extra help before, after and during school
- Summer tutoring for regents exam prep
- Vocabulary Instruction in class via Lexile Array Strategies
- Instruction on the writing process and integration of tier II and III words in academic writing
- Direct instruction in writing argumentative essays and expository essays
- Writing scaffolds for the writing process (outlines, templates, sentence starters, etc.)
- Socratic seminar to generate engaging discussions
- Stations, video, audio clips and web-based activities to create student-centered learning
- and Achieve3000 support aligned to student lexile levels.

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.

On the 2017-2018 School Quality Guide we saw the greatest increase in "Collaborative Teachers" and "Effective School Leadership". Our key area of focus for 2018-2019 is Rigorous Instruction. Teacher Teams will engage in a Data Mining and Lesson Plan Protocol to design, implement, and monitor the rigor of assessment questions/tasks.
### School Demographics and Accountability Snapshot for 27Q308

#### School Configuration (2018-19)
- **Grade Configuration:** 09,10,11,12
- **Total Enrollment (2017-18):** 621
- **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):** 33
- **# SETSS (ELA):** 8
- **# Integrated Collaborative Teaching (ELA):** 80
- **# Special Classes (Math):** 31
- **# SETSS (Math):** 4
- **# Integrated Collaborative Teaching (Math):** 38

#### # Visual Arts
- **12**
- **Music:** 2
- **Drama:** 3
- **Foreign Language:** 14

#### School Composition (2017-18)
- **% Title I Population:** 75.0%
- **% Attendance Rate:** 92.3%
- **% Free Lunch:** 64.1%
- **% Reduced Lunch:** 10.8%
- **% Limited English Proficient:** 3.5%
- **% Students with Disabilities:** 18.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 2.9%
- **% Black or African American:** 8.4%
- **% Hispanic or Latino:** 38.3%
- **% Asian or Native Hawaiian/Pacific Islander:** 26.2%
- **% White:** 22.1%
- **% Multi-Racial:** 5.0%

#### Years Principal Assigned to School (2018-19)
- **# of Assistant Principals (2016-17):** 4

#### % of Teachers with No Valid Teaching Certificate
- **3%**
- **% Teaching Out of Certification:** 17%
- **% Teaching with Fewer Than 3 Years of Experience:** 9%
- **Average Teacher Absences (2014-15):** 5.4

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** 94%
- **Mathematics Performance at levels 3 & 4:** 97%
- **US History Performance at Levels 3 & 4:** 95%
- **4 Year Graduation Rate:** 93.9%
- **Regents Diploma w/ Advanced Designation:** 27.7%
- **% ELA/Math Aspirational Performance Measures (2015-16):** 28%

#### Overall NYSED Accountability Status (2018-19)
- **Reward:** No Recognition
- **In Good Standing:** Yes
- **Focus District:** Focus School Identified by a Focus District
- **Priority School:** No Focus Subgroups

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

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** YES
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** YES
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** YES

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** YES
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** YES

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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**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| 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. |

According to 2018 MOTP Data, 33% of teachers were rated Highly Effective in asking higher order questions and promoting student Questioning in Domain 3b; On the 2017-2018 School Quality Guide School Conditions and Practice 67% of students say that teachers ask difficult questions in class and only 62% of student say they felt challenged in their classes. Finally, PPO feedback indicated that student generated questions should be utilized to form the basis for the questions that will be asked during a Socratic Seminar, classroom debate or class discussion.

Based upon current teacher observation data, School Quality Guide and PPO data a priority focus for 2018-2019 will be made to promote rigorous instruction in Domain 3b-Question and Task formation.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| ADVANCE-MOTP  
By June 2019, teachers will plan rigorous instruction by raising the rigor of questions/tasks that will result in a 7% increase in the percentage of teachers rated highly effective in 3b. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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</table>
| - 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>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept-June: 5 Literature Circles and 5 Lesson Plan Protocols will focus on improving rigor in questioning and tasks.</td>
<td>Principal Assistant Principals, Teachers</td>
</tr>
</tbody>
</table>

**2018-2019 Professional Development:**

We will focus our efforts on strengthening teacher capacity by providing professional learning sessions and/or coaching to fine tune lesson planning, task creation, questioning and discussion techniques, to increase cognitive engagement. We will create strategies to assist teachers in planning anticipatory and higher order questions in their lesson plans for station/rotation groups; allowing students to explain their thinking/modelling for their peers, and ensuring that lesson plans have rigorous learning tasks and questions that encourage students to make deeper connections between texts and the real world. PD will be structured bi-monthly. On Mondays/Tuesdays, teachers will meet in departments to data mine the FLSA and quarterlies. Teachers will also meet on Mondays/Tuesdays to use the Lesson Plan Protocol (LPP) to revise and create rigorous student tasks to address the gaps that are gleaned from the data mining. During the LPP teachers will use a protocol that requires teachers to share a lesson and receive feedback on the lesson through the lens of rigor. Teachers will help one another to use WEBB Align to evaluate the lesson to measure and increase the rigor in the lesson. In addition, each department will run a PD where they will share a best practice that highlights rigor in questioning, discussion and task creation. Departments use specific literature circles as hands on sessions where teachers assume the role of their students and learn best assessment practices, question and task formation and effective stations/rotations or Socratic Seminar activities.

In addition, teachers will observe one another teaching these lessons created during the LPP as a way to share best practices. Teachers will partake in a minimum of two inter-visitations this school year. The first will be in the fall and they will observe a teacher within their department with the lens of rigor of questioning and tasks. The second inter-visitation will be done with a teacher from outside of their content area but who teaches on the same grade level with the same lens. Teachers
will share with administration lesson plans that they created based on what they took away from their colleague and applied in their teaching practice to ensure that best practices are being not only seen but applied in the classroom.

**Lesson Plan Modifications:** Teachers will engage in Lesson Plan Protocols to ensure lessons plans are being revised to incorporate rigor by utilizing the WEBB ALIGN DOK tool.

**Observations:** Frequent MOTP, Focused and Micro-focused Observations will target and track 3b progress, incorporation of strategies, and actionable feedback progress.

**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.

**We (Admin, Teachers, Parent Coordinator)** will assist parents in understanding academic achievement standards (CCLS) and assessments and how to monitor their child’s progress by providing parents with the opportunity to visit their child’s classrooms in September & May 2018-2019 to receive individual workshops on the following topics:

- Mathematics -Common Core Resources that will prepare you and your child for the math regents.
- Science -STEM Resources to prepare students for science regents, college readiness, and stem partnerships.
- Physical Fitness-Understanding and Participating in the NYC Fitness-gram.
- Advanced Placement- Learn the rigor and financial benefits of taking AP classes, the requirements/standards, and the importance of summer assignments.
- Social Studies- How to pass the Global & US History Regents Exams.
- English Language Arts-How to help your student become a better Common Core reader and writer.
- Foreign Language- Creative ways to engage students in learning a second language.
Guidance-Individual post-secondary/academic advisement

We will also articulate to parents our Rigor instructional focus.

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.

Per Session, Administration, Teachers, Professional Development Learning Plan and Calendar, Lesson Plan Protocol (LPP), Observation Protocols. Administration will meet with teachers during after-school Professional Learning Community (PLC) meetings to include teachers in the decision making process regarding the effectiveness and progress of the PD & LPP. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2018-June 2019.

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>
<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>X</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>C4E</td>
<td></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.

By February 28th 2019, Administration will utilize Advance Dashboard to monitor 3b progress that will result in 20% of the teachers being rated HE in 3b.

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

The tool we will use to monitor teacher progress in rigorous instruction is to utilize the Observation Dashboard function in Advance and access the Rating Distribution by Evaluator and Domain Component.

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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</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? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: 2017-2018 School Quality Guide-School Conditions and Practices:</td>
</tr>
<tr>
<td>97% of teachers say that adults at their school tell their students they believe they can achieve high academic standards. (Q21b)</td>
</tr>
<tr>
<td>92% of teachers say that adults at their school help students develop the skills they need to complete challenging coursework despite obstacles. (Q21a)</td>
</tr>
<tr>
<td>86% of teachers say that adults at their school teach critical thinking skills to students. (Q21c)</td>
</tr>
</tbody>
</table>

In an effort to prepare all students for college and careers and to support student critical thinking skills we use Achieve 3000 to strengthen student literacy skills and to raise their lexile level so they can be college and career ready. Students take a pre (level set) and a post (level set) at the beginning and end of the year. Level set in September determines students reading levels. Achieve 3000 provides differentiated non-fiction Informational texts geared to each student's lexile level. Lexile gain increase is linked to frequency of completed activities, i.e., minimum of 40+ activities o a maximum of 80+ activities. For students to see gains they must also consistency score in the high 80’s to raise their lexile score.

In support of the current emphasis on College and Career Readiness we have tracked student preparedness for college and careers based on their current lexile reading levels.

In the Fall of 2016, the initial readiness forecast showed that 27% of students were meeting or exceeding their reading level.

By the Spring of 2017 data indicated current preparedness for college and career readiness at 43% (59% increase).

Spring 2018 data shows an increase in the number of students (44%) who meet or exceed the college and career readiness category. Achieve 3000 data indicates the following in terms of numbers of students who completed 40 or more activities and those who completed 80 or more activities. Trends indicate that Grades 11 and 12 need to be specifically targeted for 40+ and 80+ activities (See Below).

40+ Activities 80+ Activities

9th: 154/171 9th: 142/171
10th: 114/171 10th: 114/171
11th: 36/115 11th: 2/115
12th: 8/79 12th: 1/79

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 11th and 12th grade students will meet or exceed their college and career Lexile reading levels on Achieve 3000 by raising frequency of use (40+/80+) by 20% (60 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)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Teachers &amp; General Ed and High Needs Students (SPED, ELL)</td>
<td>Administrators and Teachers will implement the above strategies from September 2018 through June 2019.</td>
<td>Administration, Teachers</td>
</tr>
</tbody>
</table>

*Achieve 3000 2018-2019 School Year*

For the 2018-2019 school year we will continue requiring students to record their Lexile Level monthly. Students know that to be reading on grade level they need to be at the following designated Lexile levels:

- **9th Grade:** 1100
- **10th Grade:** 1150
- **11th Grade:** 1200
- **12th Grade:** 1250

Students are aware that the average student should increase 15 points per month. Students will complete a minimum of 40/80 activities throughout the school year. Students can increase 15 points per month if they receive 88% or 100% on their multiple-choice activities. If they receive 75% on all activities they receive credit but do not move levels. At the end of each month the Lexile levels are adjusted. At the end of each marking period students receive a quiz grade based on whether or not they have increased the average amount of points. If students increased 15 points per month over the marking period they receive a score of 100%.

Students each month record their Lexile level on a handout. They also have a career that they have chosen and they know the Lexile level required to attain that career.
As part of their syllabi, teachers in grades 11-12 will require a percentage for Achieve 3000 completion.

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.

We will partner with parents/guardians and educators to improve reading comprehension, fluency, vocabulary, and writing for all students. Parents will be informed via PTA meetings and by their children's English teachers to stay closely involved in their child’s progress and reinforce literacy skills at home. Parents will be encouraged to utilize the following: 1. Use Achieve3000’s Home Edition. Each Friday, use the Conversation Guide to choose articles that you and your child will read in the coming week. Designate an evening to discuss the articles. 2. Lead by example. Read a book, magazine, or newspaper article in front of your child for enjoyment every day. 3. Build vocabulary with a weekly “Word Work Out.” Select a new word for your family to learn. Use it in conversations or games. 4. Build vocabulary with a weekly “Word Challenge.” Have your child find new words and “challenge” you to see if YOU know the meaning of the words. 5. Connect reading to real life. Help your child make connections between his/her personal life and the stories, TV shows, and movies that he/she reads or watches. Ask questions and make comparisons. 6. Encourage your child to share his/her opinions about what he/she reads and hears. Discussions are critical to building comprehension skills.

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.

Per Session, Administration, Teachers, Achieve 3000 Professional Development Learning Plan and Calendar, Lesson Plan Protocol (LPP), Observation Protocols. Administration will meet with teachers during after-school Professional Learning Community (PLC) meetings to include teachers in the decision making process regarding the effectiveness and progress of the PD & LPP. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2018-June 2019.

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

|   | Tax Levy |   | Title I SWP |   | Title I TA |   | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   | C4E |   | 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.

By February 28th, 2019, 11th and 12th grade students will meet or exceed their college and career Lexile reading levels on Achieve 3000 by raising frequency of use (40+/80+) by 10%.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
<table>
<thead>
<tr>
<th>Achieve 3000 Performance Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 5c.</strong> In <em>February 2019,</em> review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
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</tbody>
</table>
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.

Strengths:

Teachers are encouraged to align their lessons to the Blueprint for Success Template and to prepare effective motivations that excite students and draw them into the content being presented. Teachers utilize various discourse strategies that engage and challenge students such as: Turn & Talks, Socratic Seminars, Gallery Walks, Debates, and Jigsaws to promote opportunities for students to make their thinking observable in student-to-student discussions.

Teachers also use modeling in order to effectively support students in producing higher level work products, and to promote depth of learning. Teachers achieve this through the use of rubrics to assess student work products and through providing actionable feedback.

2017-2018-PPO feedback indicated that we should continue strengthening teachers by:

A) Providing professional learning sessions and/or coaching to strengthen lesson planning, questioning and discussion techniques, and increased cognitive engagement; B) Incorporate strategies such as including anticipatory and higher order questions in lesson plans for station/rotation groups; C) Permit time for students to explain their thinking/modelling for their peers; D) To increase critical thinking skills and engagement ensure that lesson plans have learning tasks that encourage students to make deeper connections between text and real world.

Learning Environment Survey Data for 2017-2018 indicated the following in terms of rigorous discussion in questioning: 72% of teachers say that students respond to challenging questions.

A June 2018 RGHS School Culture and Instructional Program Survey revealed:
61% of teachers stated they ALWAYS plan and ask difficult questions
68% of teachers believe students ALWAYS feel challenged in their class.

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 utilize WEBB Align and other resources to assess and elevate question and/or task rigor by 30% (36-lessons) as measured by teacher lesson plan modifications.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
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<th>Key Personnel</th>
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| - 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). | Teachers & General Ed and High Needs Students (SPED, ELL); Administrators and Teachers will implement the above strategies from September 2018 through June 2019 | Administrators and Teachers will implement the above strategies from September 2018 through June 2019 | Principal, Assistant Principals, Teachers |

**Professional Development:**

We will be utilizing 2 texts. “Rigor is not a 4 letter word” By Barbara Blackburn, and “Critical thinking and Formative Assessments” by Moore and Stanley. Our plan is two parts. First we will evaluate our current assessments such as quarterlies and quizzes, tasks, using WEBB ALIGN to determine if our questions/tasks are rigorous enough to lead students towards critical thinking and evaluation. Our goal is to align our assessments/tasks to the shifts in the new Common Core Regents where recall and comprehension no longer are assessed and where analysis and evaluation are the new determining indicators for mastery. We will meet in departments to first create FLSA that meet this new standard of rigor and then data mine our results. We will track student performance over the 2018-19 school year on just rigorous critical higher order thinking questions. Our goal is that through repeated exposure to prompts requiring students to analyze, evaluate and synthesize that students will improve their critical thinking skills and that our data will increase.

**Lesson Plan Modifications:** Teachers will modify a minimum of 36-Lesson Plans to raise rigor in questions and tasks.

**Observations:** Department minutes, and MOTP Observations will target and verify strategic implementation and impact.
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.

Families will be encouraged at monthly PTA meetings by Teachers, PTA President and Parent Coordinator to play a significant role in encouraging higher order thinking with their teens, even when having a casual conversation. We will host a workshop in November 2018 teaching parents how to asking more open-ended questions that don’t have one “right” answer thereby giving their children more confidence to respond in creative ways without being afraid of being “wrong.”

Below are examples of questions parents can ask their children to spark discussion, make them think critically, and to encourage higher order thinking.

When reading a book:

- “What do you think might happen next?”
- “Does this remind you of anything from your life?”
- “Can you tell me about what you read today?”
- “Why did he/she act that way?”

When visiting an unfamiliar place:

- “How is ________ similar to/different from ________?”
- “Can you explain/show me that in another way?”

When making an important decision:

- “How would you rank ________?”
- “How do you imagine ________ would look?”
- “What do you think a solution might be?”
- “Why did you decide to choose ________ over ________?”

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.

Per Session, Administration, Teachers, Lesson Plan Protocol (LPP), Observation Protocols. Administration will meet with teachers during after-school Professional Learning Community (PLC) meetings to include teachers in the decision making process regarding the effectiveness and progress of the PD & LPP. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2018-June 2019.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### 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 28th 2019, Administration will utilize an Excel and Google Doc based tracking system to monitor and capture 18 lesson plan modifications.

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

Teacher MOTP based observations and lesson plans

**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

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.
   
   2015-2016-Quality Review Report-WD-The vast majority of teachers are engaged in inquiry-based, structured collaborations that have strengthened teacher instructional capacity through the systematic analysis of key elements in teacher work including practice, assessment data, and student work.

   2017-2018-Learning Environment Survey-Effective School Leadership-94%-of teachers agreed or strongly agreed that, the principal encourages feedback through regular meetings with parent and teacher leaders.

   2017-2018-Learning Environment Survey-Effective School Leadership-92%-of teachers agreed or strongly agreed that the principal participates in instructional planning with teams of teachers.

   Student Work Protocol Grade Team Reflections-2017-2018

   1) 22 Students were targeted grades 9-12: Grade 9-5; Grade 10-7; Grade 11-4; Grade 12-6.

   2) 68%-15/22 students targeted are on track to graduate or graduated.

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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, School leaders (i.e., Assistant Principals and Principal) will visit and assess Grade Team meetings to support teams in increasing credit accumulation of targeted students Grades 9-12 by 2% (70%).
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<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>
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</table>
| • 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). | Teachers | September 2018- to June 2019 | Teachers, Administrators, Department Coaches. |

Instructional Team Leadership observations will be conducted focusing on Grade Team Work, student work products, and student achievement. Admin will take low inference notes and provide feedback to the Grade Team Chair via a Noticing, Wondering and Next Steps Feedback.

| Teachers will implement Student Work Protocol. During teacher Grade Team Meeting, it is expected that teachers will identify students per grade and create an action plan to improve student academic performance and behavior. Teachers will utilize student work performance data to monitor progress. | Teachers | September 2018- to June 2019 | Teachers, Administrators, Department Coaches. |

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.

Encourage parents to 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 Advisory Council or District Leadership Teams.

Parents will be provided with a presentation by the principal outlining the leadership protocols being implemented (November 13th, 2018) and updates regarding teacher team progress (February 12th, 2019).

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.

Per Session, Administration, Teachers, Professional Development Learning Plan and Calendar, Lesson Plan Protocol (LPP), Observation Protocols. Administration will meet with teachers during after-school Professional Learning Community (PLC) meetings to include teachers in the decision making process regarding the effectiveness and progress of the PD & LPP. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2018-June 2019.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### 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 28, 2019, 35% of targeted students grades 9-12 will be on track for graduation.

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

- Cabinet minutes, Scholarship Reports, Student Work Products, Emails.

**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 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

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.

As a 21st College Preparatory High School we are dedicated to providing numerous opportunities for parents to be involved in the programs at Goddard High School. Parents are invited to all events (Talent Show, Career Day, Multi-Cultural Expo, College Fairs, etc.) and have a voice concerning the activities we plan each year to enhance school culture.

2017-2018-School Quality Learning Environment Survey Data indicates:

1) 63% of families say that they have had the opportunity to volunteer time to support their school.
2) 81% of teachers say that families are offered opportunities to visit their child’s classroom, such as observing instruction or participating in an activity with their child.

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—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, parent involvement will increase by 5% to 68% of parents/guardians who have been asked or had the opportunity to volunteer or attend a school event as measured by the Learning Environment Survey.
### Part 3a – Action Plan

#### Activities/Strategies

- 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, SIF, STH).

<table>
<thead>
<tr>
<th>Plan, promote and invite parents to two post-secondary events: college and career level fairs: Career Day and College Fair (February).</th>
<th>All Parents and Students</th>
<th>September 2017 to June 2018</th>
<th>PTA, SLT Committee, Teachers, Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA and SLT will target parents to invite them to participate in Goddard's career day</td>
<td>All Parents and Students</td>
<td>September 2018 to June 2019</td>
<td>PTA, SLT Committee, Teachers, Students</td>
</tr>
<tr>
<td>*Parents will be invited to participate in a 2 period career fair at the Robert H. Goddard High School. *Parents will represent, discuss, and share their experiences in their given professions. *Students will draft questions to pose to each parent. *Parents will travel at 15-minute intervals to each classroom.</td>
<td>In the Spring parents will be invited to a College Admissions Workshop preceding the College Fair to discussion admission requirements, college life, Financial Aid, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent outreach via Freshman Orientation, PTA Fall/Winter meetings, and letters will be designed to foster a cohort of parents and initiate a parent based after-school/summer internship program.</td>
<td>All Parents and Students</td>
<td>September 2018 to June 2019</td>
<td>PTA, SLT Committee, Teachers, Students</td>
</tr>
</tbody>
</table>

### 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.

We have established a partnership with CBO, Children’s Village. The purpose of the curriculum is to develop critical thinking skills, reduce risky behaviors, provide positive peer support, and provide youth with the tools they need to make responsible decision in order to achieve their future goals.

**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.

Per Session, Administration, Teachers, Professional Development Learning Plan and Calendar, Lesson Plan Protocol (LPP), Observation Protocols. Administration will meet with teachers during after-school Professional Learning Community (PLC) meetings to include teachers in the decision making process regarding the effectiveness and progress of the PD & LPP. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2018-June 2019.

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

By February 28, 2019 68% of parents will respond positively to their volunteer involvement via an in-house PTA survey.

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

Sign In Sheets, Survey Monkey, and Learning Environment Survey

**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><strong>English Language Arts (ELA)</strong></td>
<td>Teachers provide AIS services to their students who:</td>
<td>English Language Arts intervention includes small group and/or one-to-one instruction during the school day, at lunch, and after school. The intervention consists of teacher created activities designed to provide individualized instruction based upon student needs. Differentiated activities have been set up to target specific weaknesses. Students will work on their individualized reading comprehension skills while in class. Newspapers, novels, websites such as Regentsprep.org and Castlelearning.com are utilized. ELL students will receive vocabulary, grammar and NYSESLAT review. Struggling readers in Special Education and ELLs are using Empower 3000 a minimum of twice per week to increase their reading ability. Struggling Seniors are scheduled for skills based remediation. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a</td>
<td>Small group and/or one-to-one.</td>
<td>During the school day, after school and on Saturdays. In school services may be provided during the student’s lunch period.</td>
</tr>
</tbody>
</table>

- score below the designated performance levels on state assessments in ELA and math
- are at risk on not meeting state standards
- are not working to their fullest potential by offering them lunch learners, after school tutoring, one on one instruction during group work etc.

Criteria: Measuring student progress on Skedula, change in student behavior, difficulty focusing, difficulty passing exams, trouble completing homework/classwork.
case manager who creates and implements the IEP and informs the general education teacher of the student’s needs and modifications. Teachers also meet weekly during a department common prep to discuss these students. The English Department created a binder with the assessments for all units, as well as quarterly exams to collect data on where students are struggling department wide.

### Mathematics

Teachers provide AIS services to their students who:
- score below the designated performance levels on state assessments in ela and math
- are at risk on not meeting state standards
- are not working to their fullest potential by offering them lunch learners, after school tutoring, one on one instruction during group work etc.

Criteria: Measuring student progress on skedula, change in student behavior, difficulty focusing, difficulty passing exams, trouble completing homework/classwork.

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

Small group and/or one-to-one.

During the school day, afterschool and on Saturdays.

In school services may be provided during the student’s lunch period.
### Science

<table>
<thead>
<tr>
<th>Teachers provide AIS services to their students who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- score below the designated performance levels on state assessments in ELA and math</td>
</tr>
<tr>
<td>- are at risk on not meeting state standards</td>
</tr>
<tr>
<td>- are not working to their fullest potential by offering them lunch learners, after school tutoring, one on one instruction during group work etc.</td>
</tr>
</tbody>
</table>

**Criteria:** Measuring student progress on Skedula, change in student behavior, difficulty focusing, difficulty passing exams, trouble completing homework/classwork etc.

### Social Studies

<table>
<thead>
<tr>
<th>Teachers provide AIS services to their students who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- score below the designated performance levels on state assessments in ELA and math</td>
</tr>
<tr>
<td>- are at risk on not meeting state standards</td>
</tr>
</tbody>
</table>

**Social Studies teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses. Teachers utilize Barrons, and websites such as regentsprep.org and Castlelearning.com to provide individualized instruction to these students. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student’s needs and modifications. Teachers also meet weekly during a department common prep to discuss these students. The Science Department has created a binder with the assessments for all units, as well as quarterly to collect data on where students are struggling department wide.**

**During the school day, after school and on Saturdays.**

**During the school day, after school and on Saturdays.**

**During the school day, after school and on Saturdays.**

**In school services may be provided during the student’s lunch period.**
are not working to their fullest potential by offering them lunch learners, after school tutoring, one on one instruction during group work etc.

Criteria: Measuring student progress on Skedula, change in student behavior, difficulty focusing, difficulty passing exams, trouble completing homework/classwork plickers to engage and motivate students. Three weeks prior to Regents exam, teachers offer after school and Saturday prep courses to help prepare at risk students. All special education students have a case manager who creates and implements the IEP and informs the general education teacher of the student’s needs and modifications. Teachers also meet weekly during a department common prep to discuss these students.

The Social Studies Department has created a binder with the assessments for all units, as well as quarterly assessments, to collect data on where students are struggling department wide.

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Providing counseling services to at-risk students who require temporary or ongoing intervention to assist them in succeeding academically or psychologically. At-risk students have been identified as students who are having a difficult time transitioning either into their school or community environment. Some of the typical characteristics of at-risk youth include emotional or behavioral problems, truancy, low academic performance, showing a lack of interest in academics and/or their social

At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies.

At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies.

One-to-one.

During the School Day
| Life, and expressing a disconnection from home or school environment. Outreach is commonly made to the families to link them with community resources to further assist the student. | Students in need, to find appropriate support services. It includes referrals to Supportive Agencies, testing of students in need, finding appropriate support services and working with families in crisis to provide support for children. |  |  |
## 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)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:  

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>0 as of 10/12/18</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></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Provides clothing, school supplies and other resources to support their success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>NA</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>
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](#).
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>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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.

Prospective teachers typically experience 1-2 interviews prior to hiring. Initial-Interview; Demo Lesson (sometimes the same day); Post-Demo Interview

- Teacher interviews are rubric based
- AP’s, Teachers, Guidance and sometimes students and parents are invited to sit in on teacher interviews
- All newly hired teachers attend a new teacher orientation (NYCDOE & at Goddard) where they receive training on the laptop, school protocols, receive textbooks, gain knowledge of our lesson plan format, and acquire instructions on creating a curriculum map and course syllabus
- AP teachers receive online and hard copy resources to enhance instructional content delivery and assessment monitoring
- We encourage AP teachers to take AP-Summer Institute workshops
- We provide support for teachers to examine how the AP exams are developed and graded
- Teachers receive support on how to improve lessons plans and assignments to improve AP content acquisition and exam scores.
- Teachers receive actionable feedback via formal and informal observations.
- We assist teachers in monitoring their professional goals

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).
COMMON CORE PD:

- America's Choice PD: Teachers analyzed the Common Core literacy standards for each grade level (9-12) and content area. Teachers in all subject areas then created Common Core argumentative writing tasks to challenge and prepare students to read/analyze complex texts and to foster rigorous writing.

- Maryann Cuchiara PD: Teachers learned how to break down complex text into meaningful chunks for our struggling learners (i.e., ELL, SPED, L-1/3).
  - Reading Strategies Used: Annotating, chunking text, providing differentiated reading assignments (Empower3000; lesson based readings during cooperative learning activities). Writing Strategies Used: Argumentative writing, Using evidence to support a claim.

RGHS has been implementing the Common Core Learning Standards for the past 7-years in line with NYCDOE Instructional Expectations. This year (2018-2019) ELA and SS teachers will create at least 1-2 CCLS Units of Study focused on argumentative essays. The English department has spent years infusing the CCLS into all classroom curriculum units and aligned their Units of Study to the Common Core Regents. The ELA department has created a themed based curriculum which emphasizes informational text based analysis. This year in preparation for the upcoming newly designed NYS Global Regents Examination shifts are being made to the Global 1 and Global 2 curriculum.

The MATH department has spent years aligning their Algebra, Geometry and Algebra 2 Trigonometry curriculum to the CCLS shifts to prepare students for the CC Regents exam (NTN-Math). NTN-PD: Implementation planning session with key personnel from both National Training Network and Robert H. Goddard HS to plan for a successful implementation. Pacing Guide: developed in consultation with National Training Network and Robert H Goddard HS. Focus Algebra, Geometry & Trig. Coaching/Follow-up Support & Visit: Modeling/team teaching lessons focusing on CCLS practice standards. Pre-conference and reflection meetings around coaching support. Team/individual curriculum and lesson unit planning. Mentoring. Constructively observing and providing feedback to teachers. Providing support documentation of coaching visits and additional services

b. Math PD: i. Math Teacher Collaboration with the NTN Coach. ii. Facilitation in creation of performance tasks; iii. In depth look at the upcoming unit to review tasks, focus is on CCSS practice standards, and identify common misconceptions iv. Feedback, tips, and suggestions from both the NTN Coach and other teachers, through discussions on challenges encountered; v. Focus on CCSS practice standards and NTN methodologies per ATLAS student data vi. The chance to share and receive classroom and time management techniques with both the NTN Coach and others; vii. Pacing adjustment suggestions from the NTN Coach as needed; Website: Unrestricted access to www.NTNMath.com includes lesson videos in both English and Spanish, downloadable homework assignments, and teacher lesson notes.

FSC MAT PD: HS AP Learning Series-Conceptual Mathematics in Leadership.

RIGOR PD: ELA, Global, Science, Math, Art, Foreign Language, Physical Education receive in house PD training focused on increasing rigor in questioning and tasks.

Superintendent and FSC Based PD's: Special Educaiton Liaison Meetings; ELA lead teachers & AP will participate in this year’s professional learning series- “The Stages of the Writing Process: Focusing on Planning and Revision Strategies.” This 3-session series will engage lead teachers in a course of learning that will: Engage teachers in best practices around supporting adolescent writers in revising their writing; We will explore and practice strategies in manageable chunks; We will address surface revisions, deep revisions and planning for writing. Math Teachrs and AP will be attending this years FSC Learning Series-Conceptual Mathematics Leadership.

ART PD: The Artist Series. The series revolves around three artists from different cultural backgrounds. At MoMA teachers view an exhibition on the work of Charles White. At the Noguchi Museum they experience an entire museum devoted to the work of one artist, Isamu Noguchi. And at the Guggenheim, the focus is on an exhibition of the long-underrecognized artist, Hilma af Klint. Dedicating each session to just one artist gives art educators a
A comprehensive look into the artist’s history, inspiration, process and artwork, and a chance to explore in depth how the artists’ work can be integrated into instruction. Readings will be sent to participants prior to each workshop. Teachers complete brief but relevant assignments between sessions.

SERVICE: Service Learning Institute-4 full days of PL-dev. Service learning project. Service in Schools (SIS) Teams.

SCIENCE PD: FSC Teacher and AP Science Learning Series Multidimensional Science Leadership PD; Games 4 Change PD

ENL PD: Queens South ELL department titled CALI (Content Academic Language Institute). Queens South FSC ELL team has planned a year-long institute to support teachers in their planning and design of instruction for English Language Learners. The launch of the Content and Academic Language Institute (CALI) will strive to highlight best practices and to show how they are aligned to a framework of instruction for all content areas, the Danielson framework and the NYSED classroom look fors.

LINCOLN CENTER INSTITUTE: Capacities for Imaginative Thinking-Questioning.

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.

Teachers and administration have collaboratively designed quarterly assessment exams tailored to each department’s content requirements. Quarterly exams by department are designed to target specific content aptitude and/or deficiencies in student learning. After each quarterly assessment teachers analyze data and complete a quarterly reflection form targeting specific students, identifying an action plan and strategies to facilitate student understanding. Assessment content is then spiraled on each Quarterly Assessment leading to the NYS Regents exams.

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.</th>
<th>Verify with an (X)</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$255,682</td>
<td></td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,094,574</td>
<td></td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
</tbody>
</table>

**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.

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

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

Important Note: The following funds may not be consolidated:

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

---

### Parent and Family Engagement Policy

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. **FOR THE ROBERT H. GODDARD HIGH SCHOOL FOR COMMUNICATION ARTS & TECHNOLOGY (HS308)**, 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.

### Support for Parents and Family Members of Title I Students

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

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

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

### Parental Involvement and School Quality

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

1. ENGAGE PARENTS IN DISCUSSION AND DECISIONS REGARDING THE REQUIRED TITLE I SET-ASIDE FUNDS, WHICH ARE ALLOCATED DIRECTLY TO SCHOOLS TO PROMOTE PARENT INVOLVEMENT AND PARENTING SKILLS;

2. SUPPORT SCHOOL-LEVEL COMMITTEES THAT INCLUDE PARENTS WHO ARE MEMBERS OF THE SCHOOL LEADERSHIP TEAM, THE PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION).

3. MAINTAIN A PARENT COORDINATOR (OR A DEDICATED STAFF PERSON) TO SERVE AS A LIAISON BETWEEN THE SCHOOL AND FAMILIES. THE PARENT COORDINATOR OR A DEDICATED STAFF PERSON WILL PROVIDE PARENT WORKSHOPS BASED ON THE ASSESSED NEEDS OF THE PARENTS OF CHILDREN WHO ATTEND OUR SCHOOL AND WILL WORK TO ENSURE THAT OUR SCHOOL ENVIRONMENT IS WELCOMING AND INVITING TO ALL PARENTS. THE PARENT COORDINATOR WILL ALSO MAINTAIN A LOG OF EVENTS AND ACTIVITIES PLANNED FOR PARENTS EACH MONTH AND FILE A REPORT WITH THE CENTRAL OFFICE FOR FAMILY ENGAGEMENT AND ADVOCACY.

4. HOST THE REQUIRED TITLE I PARENT ANNUAL MEETING IN OCTOBER 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;

5. TRANSLATE CRITICAL SCHOOL DOCUMENTS AND PROVIDE INTERPRETATION DURING MEETINGS AND EVENTS AS NEEDED.

Encouraging School-Level Parental Involvement

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

1. HOSTING: FRESHMAN ORIENTATION, FINANCIAL AID NIGHT, ACCES MEETING, COLLEGE FAIRS, CAREER DAY;

2. ENCOURAGING MEANINGFUL PARENT PARTICIPATION ON SCHOOL LEADERSHIP TEAMS, PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION) AND TITLE I PARENT ADVISORY COUNCIL;

3. PROVIDE WRITTEN AND VERBAL QUARTERLY PROGRESS REPORTS TO KEEP PARENTS INFORMED OF THEIR CHILDREN’S ACADEMIC PROGRESS;

4. DEVELOP AND UPDATE SCHOOL WEBSITE TO KEEP PARENTS INFORMED ABOUT SCHOOL ACTIVITIES/EVENTS.

GOALS:

• SHARE WITH PARENTS INFORMATION ABOUT THE SCHOOL EVENTS IN A TIMELY AND EFFECTIVE WAY

• BECOME INVOLVED IN THEIR CHILDREN’S SCHOOL THROUGH SCHOOL EVENTS, CONFERENCES, WORKSHOPS, BAKE SALES, ETC.

• ENCOURAGE PARENTS TO PROVIDE QUIET TIME FOR HOMEWORK AND REFLECTION AFTER SCHOOL

• ADVOCATE THE IMPORTANCE OF PARENTS SUPERVISING HOMEWORK-PROVIDE STUDY HABITS STRATEGIES HANDOUT.
• PARENTS WILL BE ENCOURAGED TO MAKE SURE THEIR CHILDREN GET ENOUGH REST; TURN TV AND
• ENCOURAGE CHILDREN TO READ

• BECOME INVOLVED IN CHILDREN’S SCHOOL BY LEARNING ABOUT ACADEMIC COURSES OFFERED IN SCHOOL
• KEEP IN TOUCH WITH THEIR CHILDREN'S COUNSELORS
• CHECK CAREFULLY COURSE SELECTION DURING SCHEDULING

ACTIONS GODDARD HIGH SCHOOL WILL TAKE TO INCREASE PARENT INVOLVEMENT:

• STAFF TRAINING - ON BEING POSITIVE DURING CONFERENCES, HOME VISITS, PHONE CALLS AND OTHER PARENT INTERACTIONS. GODDARD EDUCATORS WILL BE CONSIDERATE AND SENSITIVE TO A PARENT'S ETHNIC, CULTURAL AND SOCIOECONOMIC BACKGROUND, SO COMMUNICATION AND COOPERATION CAN OCCUR. PARENTS NEED TO HEAR FROM THE STAFF THAT THEIR CHILD’S ATTENDANCE WILL INCREASE THEIR ACADEMIC PERFORMANCE. GODDARD EDUCATORS WILL LISTEN TO PARENT'S CONCERNS ABOUT THEIR CHILD AND/OR THEIR THOUGHTS AND IDEAS ON WAYS THE SCHOOL COULD IMPROVE. IF PARENTS FEEL WELCOME, USEFUL, AND RESPECTED, THEY WILL RESPOND AND THEN BE AN ADVOCATE WITH US TO INCREASE STUDENT PARTICIPATION IN SCHOOL.

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

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

• VOLUNTEERS- INVITE PARENTS TO PROVIDE CLASSROOM ENRICHMENT ACTIVITIES SUCH AS DISCUSSING THEIR OCCUPATION. WE WILL ASK THEM TO ASSIST AS A HELPER OR ACCOMPANY FIELD TRIPS.

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

We (Admin, Teachers, Parent Coordinator) will assist parents in understanding academic achievement standards (CCLS) and assessments and how to monitor their child’s progress by providing parents with the opportunity to visit their child's classrooms in September & May 2018-2019 to receive individual workshops on the following topics:

Mathematics - Common Core Resources that will prepare you and your child for the math regents.

________________________________________

Science - STEM Resources to prepare students for science regents, college readiness, and stem partnerships.

_____________________________________

Art / Media – From Visual to Digital, taking traditional artwork and utilizing technology to bring it into the 21st century.

_____________________________________

Physical Fitness - Understanding and Participating in the NYC Fitness-gram.

_____________________________________

Advanced Placement - Learn the rigor and financial benefits of taking AP classes, the requirements/standards, and the importance of summer assignments.

_____________________________________

Social Studies - How to pass the Global & US History Regents Exams. ___________________________________________________

English Language Arts - How to help your student become a better Common Core reader and writer.

_____________________________________

Foreign Language - Creative ways to engage students in learning a second language.

_____________________________________

Guidance - Individual post-secondary/academic advisement
Supportive Environment:

Families will be encouraged at monthly PTA meetings by Teachers, PTA President and Parent Coordinator to play a significant role in encouraging higher order thinking with their teens, even when having a casual conversation. We will host a workshop in November 2018 teaching parents how to asking more open-ended questions that don’t have one “right” answer thereby giving their children more confidence to respond in creative ways without being afraid of being “wrong.”

Below are examples of questions parents can ask their children to spark discussion, make them think critically, and to encourage higher order thinking.

When reading a book:

- “What do you think might happen next?”
- “Does this remind you of anything from your life?”
- “Can you tell me about what you read today?”
- “Why did he/she act that way?”

When visiting an unfamiliar place:

- “How is __________ similar to/different from __________?”
- “Can you explain/show me that in another way?”

When making an important decision:

- “How would you rank __________?”
- “How do you imagine __________ would look?”
- “What do you think a solution might be?”
- “Why did you decide to choose __________ over __________?”

### School-Parent Compact (SPC)

Our 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

SCHOOL RESPONSIBILITIES:

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

- USING ACADEMIC LEARNING TIME EFFICIENTLY;
- RESPECTING CULTURAL, RACIAL AND ETHNIC DIFFERENCES;
- IMPLEMENTING A CURRICULUM ALIGNED TO STATE STANDARDS;
• OFFERING HIGH QUALITY INSTRUCTION IN ALL CONTENT AREAS; AND

• PROVIDING INSTRUCTION BY HIGHLY QUALIFIED TEACHERS AND WHEN THIS DOES NOT OCCUR, NOTIFYING PARENTS AS REQUIRED BY The Elementary and Secondary (ESSA) Act

I. School Responsibilities: Supporting Home-School Relationships

SUPPORT HOME-SCHOOL RELATIONSHIPS AND IMPROVE COMMUNICATION BY:

• ARRANGING ADDITIONAL MEETINGS AT OTHER FLEXIBLE TIMES (E.G., MORNING, EVENING).

• RESPECTING THE RIGHTS OF LIMITED ENGLISH PROFICIENT FAMILIES TO RECEIVE TRANSLATED DOCUMENTS AND INTERPRETATION SERVICES IN ORDER TO ENSURE PARTICIPATION IN THE CHILD’S EDUCATION;

• INVOLVE PARENTS IN THE PLANNING PROCESS TO REVIEW, EVALUATE AND IMPROVE THE EXISTING TITLE I PROGRAMS, PARENT INVOLVEMENT POLICY AND THIS COMPACT;

• PROVIDING PARENTS WITH TIMELY INFORMATION REGARDING PERFORMANCE PROFILES AND INDIVIDUAL STUDENT ASSESSMENT RESULTS FOR EACH CHILD AND OTHER PERTINENT INDIVIDUAL SCHOOL INFORMATION; AND

• ENSURE THAT THE PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT ARE DISTRIBUTED AND DISCUSSED WITH PARENTS EACH YEAR;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

PROVIDE PARENTS REASONABLE ACCESS TO STAFF BY:

• ENSURE THAT STAFF WILL HAVE ACCESS TO INTERPRETATION SERVICES IN ORDER TO COMMUNICATE WITH LIMITED ENGLISH SPEAKING PARENTS EFFECTIVELY.

• PLANNING ACTIVITIES FOR PARENTS DURING THE SCHOOL YEAR-College Fair, Internship Workshop.

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;

• SUPPORTING PARENTAL INVOLVEMENT ACTIVITIES AS REQUESTED BY PARENTS; AND

• ENSURING THAT THE TITLE I FUNDS ALLOCATED FOR PARENT INVOLVEMENT ARE UTILIZED TO IMPLEMENT ACTIVITIES AS DESCRIBED IN THIS COMPACT AND THE PARENT INVOLVEMENT POLICY, I.E., BULLYING ASSEMBLIES DURING RESPECT FOR ALL WEEK;

II. Parent/Guardian Responsibilities

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 BED TIME BASED ON THE NEEDS OF MY CHILD AND HIS/HER AGE;

• CHECK AND ASSIST MY CHILD IN COMPLETING HOMEWORK TASKS, WHEN NECESSARY;

• READ TO MY CHILD AND/OR DISCUSS WHAT MY CHILD IS READING EACH DAY (FOR A MINIMUM OF 15 MINUTES)

• SET LIMITS TO THE AMOUNT OF TIME MY CHILD WATCHES TELEVISION OR PLAYS VIDEO GAMES;

• PROMOTE POSITIVE USE OF EXTRACURRICULAR TIME SUCH AS, EXTENDED DAY LEARNING OPPORTUNITIES, CLUBS, TEAM SPORTS AND/OR QUALITY FAMILY TIME;

• ENCOURAGE MY CHILD TO FOLLOW SCHOOL RULES AND REGULATIONS AND DISCUSS THIS COMPACT WITH MY CHILD;

• VOLUNTEER IN MY CHILD’S SCHOOL OR ASSIST FROM MY HOME AS TIME PERMITS;

• PARTICIPATE, AS APPROPRIATE, IN THE DECISIONS RELATING TO MY CHILD’S EDUCATION. I WILL ALSO:

  O COMMUNICATE WITH MY CHILD’S TEACHER ABOUT EDUCATIONAL NEEDS AND STAY INFORMED ABOUT THEIR EDUCATION BY PROMPTING READING AND RESPONDING TO ALL NOTICES RECEIVED FROM THE SCHOOL;

  O RESPOND TO SURVEYS, FEEDBACK FORMS AND NOTICES WHEN REQUESTED;

  O BECOME INVOLVED IN THE DEVELOPMENT, IMPLEMENTATION, EVALUATION AND REVISION TO THE PARENT INVOLVEMENT POLICY AND THIS COMPACT;

  O PARTICIPATE IN OR REQUEST TRAINING OFFERED BY THE SCHOOL, DISTRICT, CENTRAL AND/OR STATE EDUCATION DEPARTMENT LEARN MORE ABOUT TEACHING AND LEARNING STRATEGIES WHENEVER POSSIBLE;

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

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

We will partner with parents/guardians and educators to improve reading comprehension, fluency, vocabulary through the use of: 1. Achieve3000’s Home Edition. Each Friday, use the Conversation Guide to choose articles that you and your child will read in the coming week. Designate an evening to discuss the articles. 2. Lead by example. Read a book, magazine, or newspaper article in front of your child for enjoyment every day. 3. Build vocabulary with a weekly “Word Work Out.” Select a new word for your family to learn. Use it in conversations or games. 4. Build vocabulary with a weekly “Word Challenge.” Have your child find new words and “challenge” you to see if YOU know the meaning of the words. 5. Connect reading to real life. Help your child make connections between his/her personal life and the stories, TV shows, and movies that he/she reads or watches. Ask questions and make comparisons. 6. Encourage your child to share his/her opinions about what he/she reads and hears. Discussions are critical to building comprehension skills.
### 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; AND
- ALWAYS TRY MY BEST TO LEARN
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>
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</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>308</td>
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</table>

School Name: Robert H. Goddard High School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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</thead>
<tbody>
<tr>
<td>Dr. Joseph Birgeles</td>
<td>Alana Duggan</td>
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</table>

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<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
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<tbody>
<tr>
<td>type here</td>
<td>Janna Palmquist</td>
<td>Amanda Castillo</td>
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<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
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<tbody>
<tr>
<td>Nicole Monson</td>
<td>type here</td>
<td>Field Support Center Staff Member</td>
<td>Elaine Lindsey</td>
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<tr>
<td>Parent</td>
<td>Rose Pino</td>
<td>Other (Name and Title)</td>
<td>Nathifa Morris</td>
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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 | Number of certified bilingual teachers not currently teaching in a bilingual program | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1                                                                     | 0                                                                             | 0 |

| Number of certified bilingual teachers currently teaching in a bilingual program | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| 0                                                                     | 0                                                                             | 0 |

| Number of certified ENL teachers not currently teaching in the ENL program | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | Number of special education teachers with bilingual extensions | 0 |
| 0                                                                     | 0                                                                             | 0 |

D. Student Demographics

<table>
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<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
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</thead>
<tbody>
<tr>
<td>624</td>
<td>27</td>
<td>4.33%</td>
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</table>
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td>Dual language program (DL)</td>
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<td>Freestanding ENL</td>
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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>
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Part II: ELL Demographics

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?

   We use the assessment tool Achieve3000.com to assess the literacy skills of ELLs. The Achieve3000.com program provides a baseline lexile reading score for all students using the program. Through this program, we have learned that students are not comprehending at a level consistent with grade-level standards, and as a result both the ELA and ENL teachers are teaching explicit fluency, decoding, and comprehension strategies to all students who need support in these areas.

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

   Instruction aligned to the Common Core State Standards is provided all year with lexile level reading tests given to assess progress and growth. A standard of 10-15 lexile points per month is used as a goal for growth for each student. If this goal is not met, further interventions are recommended. The ELL teacher tracks student lexile goal progress on a quarterly basis.
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 evaluate ourselves using data analysis, unit and quarterly test results, student portfolios, Regents exams, Achieve 3000 lexile tests, and ongoing informal assessment of all ELLs. Successes include students who have moved levels on the NYSESLAT through hard work in last year’s stand alone ENL and integrated ELA/ENL program. We use quarterly reflections and analysis to target at risk students. Targeted interventions are then applied such as individual and group tutoring, and additional academic scaffolding of instruction by all teachers of ELLs.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Ms. Duggan and Ms. Oh, the Assistant Principals, target students for tutoring after analyzing recent Regents results and report card grades, as well as quarterly and mock regents examination results. They target students for lunch time tutoring and ensure they are going through attendance, parent contact, and teacher records.

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.]
   Not applicable

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].)
   We use regents exams, NYSESLAT, graduation rate and credit accumulation to evaluate our ELL program.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   The ENL teacher monitors and communicates student progress through the Integrated ENL co-teaching model, checking each student’s progress on their online report card, talking to all teachers about at risk students, and communicating this in reports to the assistant principal, Ms. Duggan, such as who needs to be targeted for tutoring, and the ELL Goals for each marking period to the principal, Dr. Birgeles. Our ENL teacher collaborates with the special education teachers to best support our ELL students with the appropriate scaffolds.

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### Part IV: ELL Programming

#### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      The standalone class is a heterogeneous, uncredited class with units of Common Core study. Many of these units focus on growth mindset, organization, and language acquisition. The integrated ENL/ELA class is taught by a certified ELA teacher, certified special education teacher and our ENL teacher, Janna Palmquist. These teachers work together to address gaps with appropriate scaffolds.
   b. TBE program. If applicable.
      Not applicable.
   c. DL program. If applicable.
      Not applicable.

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

Each student is given the appropriate number of standalone and integrated minutes according to charts 5.1 and 5.2. Entering students are given 1 period everyday of standalone ENL and one period of integrated ENL in ELA class. Emerging students are given one period of standalone ENL per day and one period of integrated ENL/ELA every day. Transitioning students are given one period of standalone per day, and one period of integrated ENL/ELA support. Expanding students are given one period of integrated ENL/ELA support per school day. Former ELLs are given one period of integrated ENL/ELA support per day.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

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

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

e. Former ELLs - Former ELLs are supported through the accommodation of Regents exams and glossaries for their Regents exams for 2 years. In addition, students will be supported for 4-5 days a week in a grade level ELA class through integrated ENL.
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?**

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

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?**

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

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.**

   ELLs receive targeted intervention programs in ELA in preparation for the English Regents. Students are provided with various forms of scaffolding to allow them to perform at grade level in preparation for their success during independent work on examinations. Students receive instruction based in writing, reading, listening and speaking in order to pass the Regents and score Proficient on the NYSESLAT.

   Furthermore, every teacher at Robert Goddard High School utilizes such sheltered content strategies as building background, activating prior knowledge, teaching and emphasizing vocabulary, and cooperative group work, in order for them to pass their respective Regents exams.

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

   Active research continually influences the program decisions made by the ENL teacher, Janna Palmquist. For the 2017-18 school year our teachers are participating in literature circles surrounding the book, “Make it Stick.” The research shows that by incorporating frequent low stakes assessment, interleaving of curriculum, and generative learning that students will outperform students who simply re-studied and were re-exposed to the material. We will incorporate more low stakes quizzes as a way to increase student performance on the Regents. Lessons are crafted around the Common Core standards and emphasize skills such as finding a central idea, drawing conclusions and making inferences (among others). The success of these lessons will be evaluated based on the data (work products) provided from the lessons and the students ability to think critically and execute these skills.

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

    No programs/services.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to all school programs through the encouraging inclusion and invitations of all teachers. Students are invited to all clubs through the permission slips handed out in the beginning of the year for all students. Also, the students are encouraged by their ENL teacher to seek out and participate in after school activities both with her and other teachers including but not limited to ELA tutoring, Science tutoring, other content area tutoring, Art club, Drama club, Chess club and more.

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.

Instructional materials for Common Core units of study are taken from scholarly and popular newspapers, journals, websites, etc. to form the basis of a non-fiction curriculum with complex text. In addition, programs which provide immediate and differentiated feedback in both reading comprehension, content area content and exam preparation include BrainPop, castletonlearning.com, achieve3000.com and other recommended websites, programs and books. In addition, all the classrooms have access to a computer cart with a computer for each student, ready to interact with, research, and otherwise use the laptop for educational purposes and to prepare them to become global citizens and participants in a global and competitive economy. Achieve 3000 is a foundation of the standalone ENL program. The articles offered on this site are differentiated to meet the needs of the all ELL subgroups according to lexile level. In addition, the different types of learners are addressed through the structuring of the lesson by the ENL teacher, and if applicable, the content area teacher which includes videos on the subject, visuals, manipulatives, songs, and daily group work to facilitate the learning style of each learner to go beyond grouping the ELLs as subgroups and meet the individual needs of the learner.

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

Because our students are mostly transitioning or expanding, home language support consists mostly of access to Google translate, dictionaries, and glossaries, which the ELLs are trained in using for exams and other learning opportunities.

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

All required services/resources support correspond to ELLs’ ages and grade levels by coming from current materials based in global themes and aimed at preparing the student for college and career readiness, to be a productive, ethical, and responsible citizen and to compete in a global economy based on innovation. Global themes are aligned to the Common Core State Standards and prepare them to meet their graduation requirements and exit ENL through the NYSESLAT. Global themes have previously included current topics that every global citizen needs to consider such as issues such as sustainability, war, issues in the political process (History), issues in character education and health. Students' ages and grade levels are considered when determining what level the work product should be. The expectation for an argumentative essay produced by a 9th grader are very different from the expectations of an argumentative essay for an 11th grader. Length, sophistication of concepts, ideas, and language, elaboration of and explanation of analysis are all expected to be increasing more in depth and insightful as the students progress from 9th to 11th grade. The goal for every student is to have a 4 on Part 2 of the Common Core ELA exam and a 3 on Part 3 of the Common Core ELA exam by 11th grade. These students are in a heterogenous classroom with mixed grades in standalone ENL so differentiation is completed by lexile level.

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?

Our school shares a building with a middle school. The middle school gives the grade appropriate NYSESLAT exam as we do. We work closely with the middle school AP who supervises ENL if a issue or question arises in the past we have shared glossaries and books when necessary.

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).

School counselors provide students with a buddy who shows them the school and around to their classrooms, and explains (in their native language if possible) school routines, culture, important places such as nurse’s office and main office, and the roles of principals, teachers and students in conjunction with other staff members such as the parent coordinator, principal and ENL teacher.
17. What language electives are offered to ELLs?
   Spanish electives are offered to ELLs.

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)?

   Not applicable.

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**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?

   All ELL personnel at Goddard will attend professional development workshops to address both instructional and compliance needs. The ENL teacher will attend at least five workshops throughout the school year including network professional development to keep up to date on research, learn how to complete administrative duties such as the LAP report and BESIS, and any other Department of ELL professional development sessions deemed appropriate. Our in-house professional development for all teachers of ELLs will be completed by the ENL teacher and ELL Coordinator. These are ELL specific professional development sessions on these dates for our entire teaching staff. The type of pd we are having will be vocabulary development, literacy skills, scaffolding higher level texts for ELLS and helping struggling students meet the CCSS. We understand that these strategies will be applicable for all struggling students and that is why we feel that our staff needs this support.

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

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.

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

Parental Involvement

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

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

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

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

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

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

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

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

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

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Joseph Birgeles</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alana Duggan</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Rose Pino</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Janna Palmquist</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>8/9/2017</td>
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<tr>
<td>Rose Pino</td>
<td>Parent</td>
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<td>Nicole Monson</td>
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<td>Amanda Castillo</td>
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<td>Elaine Lindsey</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td></td>
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<td></td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q308  School Name: Robert H. Goddard High School  Superintendent: Lindsey

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>
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<tbody>
<tr>
<td>Rose</td>
<td>Pino</td>
<td>Parent Coordinator</td>
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<td>Yes</td>
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<tr>
<td>Janna</td>
<td>Palmquist</td>
<td>ENL Teacher</td>
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* 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.

   We review ATS reports (e.g., RCPL), Blue Cards (Written Language, Preferred Language, Spoken Language); HLIS and in house surveys.

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>
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<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>1%</td>
<td>15</td>
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<td>.08%</td>
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<td>.08%</td>
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<tr>
<td>French</td>
<td>1</td>
<td>.08%</td>
<td>1</td>
<td>.08%</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>.08%</td>
<td>1</td>
<td>.08%</td>
</tr>
<tr>
<td>Italian</td>
<td>2</td>
<td>.17%</td>
<td>2</td>
<td>.17%</td>
</tr>
<tr>
<td>English</td>
<td>956</td>
<td>79.2%</td>
<td>956</td>
<td>79.2%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>2</td>
<td>.17%</td>
<td>2</td>
<td>.17%</td>
</tr>
<tr>
<td>Polish</td>
<td>2</td>
<td>.17%</td>
<td>2</td>
<td>.17%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>.08%</td>
<td>1</td>
<td>.08%</td>
</tr>
<tr>
<td>Spanish</td>
<td>158</td>
<td>13%</td>
<td>159</td>
<td>13%</td>
</tr>
<tr>
<td>Sign (US)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.08%</td>
</tr>
<tr>
<td>Urdu</td>
<td>5</td>
<td>.4%</td>
<td>5</td>
<td>.41%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>3</td>
<td>.25%</td>
<td>3</td>
<td>.25%</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.

N/A

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>Parent/Student Handbook, Parent/Teacher Conferences, Discipline Code, Title I Lunch Forms as well as other forms such as Dress Code, Behavior Code and other important documents.</td>
<td>September, through out the year as needed given new admits.</td>
<td>We primarily utilize the NYCDOE Translation Unit. However, in the event that we have a family not covered by the NYCDOE Translation Unit we will use the DOE vendor &quot;The Big Word&quot; as needed.</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.
### 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 will be notified of LTI policies and regulation via a Faculty Conference. Teachers will also indicate in writing that they have read and are aware of CR A-663. Posters and signs will be updated as needed.

### 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.)

The school will invite parents to a Parent Orientation Meeting in September to inform them of and review the school's policies and rules. Also, monthly parent involvement meetings are held and are posted online. Our bi-lingual parent coordinator interprets for parents who speak Spanish. In addition, meetings for the parents of graduating seniors are held by the guidance department. These meetings are translated orally and in writing in Spanish by the parent coordinator. If other languages are spoken the services of the language and translation unit are used upon the request of the parent. Signs in multiple languages are indicating Language and Translation assistance are prominently posted in the foyer of the school building and posted on the PTA bulletin board.

### Part E: Monitoring Provision of Language Services

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

Messages will be sent via School Messenger via multiple languages.
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 use a parent survey to gauge any needs/requirements that our parents may have. The survey is conducted during September, PTA Meetings as well as during P/T meetings. Questions on the survey include: What languages do you prefer translation of materials?; What have been your experiences with the translation and interpretation unit?