



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MASPETH HIGH SCHOOL

DBN: 24Q585

PRINCIPAL: KHURSHID ABDUL-MUTAKABBIR EMAIL: KMUTAKABBIR@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Khurshid Abdul-Mutakabbir	Principal	
Ketlyne Joseph	UFT Chapter Leader	
Kazi Islam	PA President	
Jennifer Colletti	PA Co-President	
Horia Negru	Student Representative	
Catalina Metellus	Student Representative	
Bruce Gacsal	Member/Parent	
Diane Romagnoli	Member/Parent	
Samantha Hoffman	Member/Teacher	
Amanda Bosworth	Member/Teacher	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- During the 2011-2012 school year, Maspeth High School faculty will gather and analyze data from each of four interim assessments to create action plans that address individual student areas of need. This will lead to at least 80% of general education students scoring at a proficient level on their January and June Regents examinations.

Comprehensive needs assessment

- Instruction must be aligned to standards and targeted to the students' levels of need. Approximately 20% of students lack state examination data due to the fact that they attended private middle schools and other middle schools outside of the New York City Department of Education.

Instructional strategies/activities

- The approximately 20% of students who entered Maspeth High School without state examination data were given, prior to the start of the school year, English and Mathematics diagnostic assessments to determine their appropriate placement level.
- Students were placed into instructional cohorts based on their eighth grade state English Language Arts and Mathematics examinations, as well as Regents examinations where applicable. Cohorts will be adjusted as needed based on student academic achievement throughout the school year.
- Four rigorous interim assessments will be given to all students throughout the school year. These will be given quarterly in each class during three-day windows. These assessments have been designed by teachers working in departmental committees. Questions include those in the style of the subject-appropriate Regents examination, as well as higher level assessments, such as the SAT, ACT, GMAT, and GRE. Assessments are aligned to the Common Core State Standards and New York State Standards and rigorously prepare students for college admittance and achievement. Interim assessments were submitted to the principal prior to the start of the school year. Individual question source documentation and alignment to standards are submitted to the principal prior to the administration of the assessment. Assessments are altered as needed prior to their administration according to student need, only when approved by all members of the academic department and the principal.
- Interim assessment data are subject to a rigorous process of data mining using the Scantron Prosper System. This system scans student answers, aggregates data, and creates individual teacher and student data reports. The data is used by teachers to improve instruction and re-teach targeted standards in the whole class setting. The principal meets with each teacher individually to carefully review data and analyze deficient standards. Action plans will be created for students to address specific standards. These action plans will be submitted to the principal in a timely manner after data has been reviewed.
- Teacher data binders will be maintained and monitored routinely by the principal. Binders display results of interim assessments and Regents examinations.
- Two 45-minute grade-level faculty meetings per week are integrated into teachers' schedules to review student work and identify areas of strength and need for individual students. Inquiry work is being conducted during one meeting per week, while common planning is being done during the second meeting.
- Two 45-minute department meetings per week are integrated into teachers' schedules to review content-specific standards, discuss best practices in teaching standards, review student work, and collaboratively plan units and lesson activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- Every teacher is licensed in the content area that he/she teaches.
- Prospective teachers are required to submit resumes, which are then vetted by the school's hiring committee. An initial interview will be conducted by the assistant principal, followed by an interview with department-specific faculty. A demonstration lesson will follow to determine that incoming teachers are highly qualified.
- Once new teachers are hired, they will be required to create their four interim assessments for the upcoming year, working in conjunction with department members.

Budget and resources alignment

- Data is carefully aggregated using the Scantron Prosper System. Targeted teacher and student data reports are created using this system. “Race to the Top” funds were utilized in obtaining this system, and the total cost was approximately \$13,700. The product can be used in each successive year, thereby making its expense fully sustainable for the foreseeable future.
- Funds for the Scantron Prosper System will be taken out from ARRA RTTT New School Supplemental OTPS
OTPS-EDUCATIONAL SOFTWARE \$7,995
OTPS-EQUIPMENT \$5,705

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- During the 2011-2012 school year, Maspeth High School will maintain a 95% or higher attendance rate by building a strong school culture.

Comprehensive needs assessment

- Attendance is an essential component of student success in school. It is necessary to create a positive environment in which students throughout the building are invested in their own success and the success of the school. According to the National Education Association, students who have unexcused absences totaling ten or more days are likely to drop out of school and become truants.
- According to the United States Department of Education, students are likely to drop out of school if they dislike school, have low academic achievement, feel that teachers and administrators do not care about them, and do not feel comfortable in a large, depersonalized school setting.

Instructional strategies/activities

- Proactive attempts to keep students engaged are in place to avoid dealing retroactively with excessive absences.
- The school's website, <http://www.maspethhighschool.org>, provides a constant information portal by which students can access lectures, classwork, and homework--whether they have been absent or simply need additional opportunities to access the material. From the website, students may email their teachers directly in the evenings, on weekends, and on school breaks. This offers an excellent way for teachers to assist individual students remotely whenever help is needed. All staff are engaged in routine email contact by participation in a Google Group, thereby enabling staff to share documents in common and centralize pertinent information. This allows for a seamless and structured culture at all times.
- An advisory program has been implemented, and students were able to meet their advisors as early as student orientation prior to the start of the school year. Advisory allows students to develop skills not covered explicitly during the typical school day, such as character development and citizenship. These advisory groups are smaller than the typical classroom, including approximately fifteen students per advisory. Advisors are able to develop relationships with students on an individual basis. Students have opportunities to voice their school and personal concerns to their advisors. Teachers standardize their lessons and material for each advisory session. This increases student investment in school and builds a positive school culture around a shared advisory experience. Sessions are period-long and are held multiple times per month. Advisors are able to reach out to parents regarding their student's overall progress and behavior. This program helps to reduce or eliminate any sense that teachers and administrators do not care about students.
- Once per month, a town hall meeting is held in which the entire school community comes together to participate in a shared experience. The topic of each town hall meeting is varied and includes such elements as school-wide announcements and policies, fostering interest in co-curricular activities, speeches by student government candidates and elected representatives, student debates, and friendly Latin recitation competitions. Students gain a sense of their own value to the school's culture and are able to personally participate in the school's daily activities. Latin recitation at town hall meetings is an extremely important element of school culture building. Students learn songs, poems, and other devices that assist in memorizing Latin concepts. Because most students take a Latin course, this shared experience allows students to collectively reinforce and celebrate their own learning.
- All students were able to participate in the democratic process by voting for their representatives to student government. A president, vice president, and speaker of the house were elected, and two of these elected officials serve on the School Leadership Team. The student body was able to listen to candidates' speeches in both classroom and town hall settings, and to listen to candidates debate, before making an informed vote. Students were able to physically deposit their ballots into a Ballot Box, building positive school culture and investment in the democratic process.
- Information is disseminated to all staff to ensure communication and accurate record-keeping. Daily emails are sent to all staff stating which students are

absent for the day, and teachers are kept apprised of any suspended students and the dates of their suspensions. Teachers are required to submit work to the main office to be given to suspended students so that their academic investment and progress continue unhindered. This helps to ameliorate low academic achievement.

- Many co-curricular activities increase student investment and positive interaction among staff and students, while also allowing community members to participate in the school. Every teacher advises at least one after-school club or sport, and many teachers advise more than one. These include: Key Club, Graphic Design Club, Dance Club, Green Club, Science and Rocket Club, Poetry Club, Theatre Club, Chess Club, Student Government Club, Classics Club, Spanish Club, Moot Court, Mock Trial, Football, Soccer, Volleyball, Basketball. Many of these clubs have already created a strong community presence, as Green Club has participated with the City Council in local graffiti removal. Key Club has participated with Trick-or-Treat for UNICEF and Susan G. Komen for the Cure to raise funds. Students select the foundations that they would like to support and plan and execute fundraising events.
- Many events help to foster student investment in the school and involve parents and community members. These include a movie night for students, a holiday dance and theatre performance, school-wide dances, and a Shakespearean theatrical performance. Students have the opportunity to attend many field trips to supplement their classroom learning, including, but not limited to, observation of a Moot Court competition, attendance at a professional theatrical performance, and the Metropolitan Museum of Art.
- Maspeth High School maintains a dress code. The School Leadership Team agreed that a dress code is important to maintaining high standards for students and assisting students to develop professional conduct. Students are expected to wear business casual dress on a daily basis, and all staff monitor and enforce compliance. Replacement clothing and lunch detention are given to students who fail to comply. Prospective students will be informed of the specifics of the dress code prior to enrollment. Students feel an increased investment in their own education by dressing professionally, and positive peer pressure encourages students to comply collectively.
- All students share a common lunch period, allowing socialization across the school. Teachers, likewise, share a lunch that allows for common planning. This is a valuable time for the entire school to communicate and work together.
- The 95% attendance threshold has already been achieved, and it must be maintained throughout the year.

Strategies to increase parental involvement

- Parents are essential to ensuring student attendance and timely arrival to school. Teachers make contact with parents of students who are routinely tardy by telephone. When attendance is collected daily during second period, all absent students are contacted by telephone by office staff. If a student accrues two unexcused absences, a strongly-worded letter is mailed home that emphasizes the imperative nature of attendance. After five unexcused absences, a parent meeting is required. Once ten unexcused absences have been recorded, a home visit is required. If the problem persists, the New York City Administration for Children's Services will be contacted.

Strategies for attracting Highly Qualified Teachers (HQT)

- Every teacher is licensed in the content area that he/she teaches.
- Prospective teachers are required to submit resumes, which are then vetted by the school's hiring committee. An initial interview will be conducted by the assistant principal, followed by an interview with department-specific faculty. A demonstration lesson will follow to determine that incoming teachers are highly qualified.
- Teachers are required to inform the assistant principal if students are absent three consecutive days, and teachers must supply work for students who have in-house suspension. Many teachers lead co-curricular activities and take initiative in planning field trips and other opportunities for students.

Budget and resources alignment

- School permits to host after-school activities are covered by the New York City Department of Education. Materials needed for clubs, such as rockets for Science and Rocket Club; costumes, props, and sets for Theatre Club; and basic equipment for athletics are covered in the school's budget in the amount of \$5,000-10,000.
- Negligible costs for attendance letters home and home visits—provided by the school's attendance teacher—are covered in the school's budget.
- Funds for equipment and supplies will be taken from TL OTPS New Schools HS General Supplies Line

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- During the 2011-2012 school year, parents and students will be engaged in the school's decision-making process, and 10% of parents will be involved in monthly Parent Association activities.

Comprehensive needs assessment

- Parent involvement tends to decline as students progress through their educational careers. According to the Child Trends DataBank, over 90% of students' parents in kindergarten-fifth grade are involved in their school, 75% of middle school students' parents, and only 53% of high school students' parents. Students whose parents are involved in their school are proven to have fewer behavioral problems and better academic outcomes, making parental involvement invaluable for schools and students.
- The National Coalition for Parent Involvement in Education asserts that harnessing community assets, including parents, has contributed to many positive changes in schools, including: upgraded school facilities, improved school leadership and staffing, higher quality learning programs for students, new resources and programs to improve teaching and curriculum, and new funding for after-school programs and family support.

Instructional strategies/activities

- As a new school, we desire to build a shared responsibility for the care of every student, so that every stakeholder in the child's life is part of their education. We are now setting the precedent for all future students and families that enter the school.
- Each Parent Association meeting will be scheduled prior to an after-school student activity, such as dances, theatrical performances, and educational and co-curricular events. This will engage more parents in participation in the Parent Association, as well as encouraging parents to attend and chaperone events that their children are involved in. It will provide networking opportunities with other parents. The Parent Association and school will thereby take a shared responsibility in planning and hosting events.
- A Parent Association member will be designated as a liaison for parents who cannot attend meetings. Parents will be informed of the liaison's contact information so that all parents' voices can be heard.
- Parents will be encouraged to assist in chaperoning school field trips.
- Create "Learning Leaders," a parent volunteer program in which parents engage in hallway monitoring, cafeteria monitoring, and assisting teachers with preparation and administrative tasks. This will create a much stronger family presence in the school and will be a collaboration between the administration and the school.
- Teachers distribute essential notices to students in second period homeroom. To supplement this system, the purchase of School Messenger Notification System is being considered as a method of mass dissemination of event details via telephone and email. This will enable the school and Parent Association to efficiently keep all parents apprised of events and important notices.
- Email addresses have been collected by the school from many parents. A monthly email blast will be disseminated to parents who submit email addresses to the school and/or Parent Association. Teachers have been given the option to use the free SnappSchool service to send messages via text or email to interested parents. Some teachers are using this system to send out daily homework notices or to inform parents of major assessments, papers, and projects.
- Parents can access assignments, lessons, and school-wide information on the school's website at any time and may contact teachers through the website.
- This action plan will be implemented on an ongoing basis throughout the school year.

Strategies for attracting Highly Qualified Teachers (HQT)

- Every teacher is licensed in the content area that he/she teaches.
- Prospective teachers are required to submit resumes, which are then vetted by the school's hiring committee. An initial interview will be conducted by the assistant principal, followed by an interview with department-specific faculty. A demonstration lesson will follow to determine that incoming teachers are highly qualified.
- Teachers are required to maintain contact with parents by emailing and calling them and posting course information to the website. Parents can obtain teachers' email addresses via the school website. Teachers are available after-school to meet with parents if needed, and teachers attend such evening activities as open houses, theatrical performances, and sporting events.

Service and program coordination

- The school works hand-in-hand with the Parent Association.

Budget and resources alignment

- The School Messenger Notification System may be purchased at the cost of \$1,500. Mailing notices to all parents on a regular basis is not cost-effective or sustainable long-term. Parents will be primarily contacted via telephone and email.
- Funds for School Messenger will be taken from OTPS-Telephone and other communications. Funds will be added to the line from the OTPS-Supplies General line.

ACADEMIC INTERVENTION SERVICES (AIS)

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	22	42	10	10	N/A	N/A	N/A	N/A
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	Tutoring is available during lunch time, teachers' after-school office hours, and electronically via email. After-school tutoring is available to all students with an IEP or who need additional assistance. English Language Learner (ELL) students also receive small-group instruction multiple times per week. Any student who is in danger of failing the subject will be personally invited to attend after-school office hours and other extra help sessions.
Mathematics	Tutoring is available during lunch time, teachers' after-school office hours, and electronically via email. After-school tutoring is available to all students with an IEP or who need additional assistance. English Language Learner (ELL) students also receive small-group instruction multiple times per week. Any student who is in danger of failing the subject will be personally invited to attend after-school office hours and other extra help sessions.
Science	Tutoring is available during lunch time, teachers' after-school office hours, and electronically via email. After-school tutoring is available to all students with an IEP or who need additional assistance. English Language Learner (ELL) students also receive small-group instruction multiple times per week. Any student who is in danger of failing the subject will be personally invited to attend after-school office hours and other extra help sessions.
Social Studies	Tutoring is available during lunch time, teachers' after-school office hours, and electronically via email. After-school tutoring is available to all students with an IEP or who need additional assistance. English Language Learner (ELL) students also receive small-group instruction multiple times per week. Any student who is in danger of failing the subject will be personally invited to attend after-school office hours and other extra help sessions.
At-risk Services provided by the Guidance Counselor	Services are provided by the student's advisor as needed. These services are granted to students having attendance, academic, and emotional challenges. If additional support is needed, the assistant principal is available throughout the day.
At-risk Services provided by the School Psychologist	Services are provided by the student's advisor as needed. These services are granted to students having attendance, academic, and emotional challenges. If additional support is needed, the assistant principal is available throughout the day.

At-risk Services provided by the Social Worker	Services are provided by the student's advisor as needed. These services are granted to students having attendance, academic, and emotional challenges. If additional support is needed, the assistant principal is available throughout the day.
At-risk Health-related Services	Services are provided by the student's advisor as needed. These services are granted to students having attendance, academic, and emotional challenges. If additional support is needed, the assistant principal is available throughout the day.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Jie Zhang	District 24	Borough Queens	School Number 585
School Name Maspeth High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Khurshid Abdul-Mutakkabir	Assistant Principal Monika Garg
Coach	Coach
ESL Teacher Samantha Hoffman	Guidance Counselor
Teacher/Subject Area Ketlynne Joseph/Science	Parent Jennifer Colletti
Teacher/Subject Area Amanda Bosworth/Global Studies	Parent Coordinator
Related Service Provider Cory Coleman	Other
Network Leader Jie Zhang	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	13
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	247	Total Number of ELLs	12	ELLs as share of total student population (%)	4.86%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Although we didn't have any new students from outside the country admitted to our school in September, we will implement the following policy for future admittance.

The first step that will be taken is an interview with the parent by a licensed pedagogue, or the ELL coordinator. During this interview, we will investigate the extent of schooling in the native country, the level of English proficiency, and the student's native language.

The Home Language Identification Survey (HLIS) will be given to the parent to complete. If it is indicated that a language other than English is spoken at home, the student will be administered an ESL placement/Interview test in the main office by the ESL teacher. The student will be given the LAB-R within ten days of registration. We did not have to administer the Spanish LAB this year, but that will also be part of our protocol for Spanish-speaking ELLs. Once the LAB-R is scored and reviewed, if the student scores at or below a state designated level of proficiency, the student will be identified as an ELL. Parents will then be notified in writing, via the entitlement letter, which is sent home with the child, and will be invited to attend a Parent Orientation session. If the student passes the LAB-R he or she will not receive ESL services, and the parent will be notified as well. ELLs are to be assessed annually through the administration of the NYSESLAT examination to determine whether or not they are still eligible for mandated ESL services. Students are then identified by their proficiency levels and are appropriately placed for the following school year.

2. Because all of our ELLs came from other schools where their parents had already selected a desired program for their child, the orientation process was not conducted this fall. Based on the NYSESLAT scores from the Spring of 2011, our parents were informed of their child's continuation of ESL services via the continued entitlement letter which was sent home with the students and signed by the parents. The letters were returned and filed for our records.

For future students from outside the country we will hold a parent orientation to expose parents of newly enrolled ELLs to the program options available in the New York City school system.

A DVD in nine languages is shown to provide information on the new reorganization and their right to choose educational options for their child. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. As a brand new school, we only have one of these programs currently in place which is Freestanding ESL.

3. As previously mentioned entitlement letters were sent home with the students by the ESL coordinator and were returned to the ESL coordinator in a timely fashion. Because of the small number of ELLs currently at the school, phone calls could have been easily made to follow up with parents if the letters didn't come back.

When parent orientations are necessary for newly enrolled students, we will utilize our school website to post the information in addition to sending home a letter.

4. Our 12 ELLs were placed based on their NYSESLAT scores from the Spring of 2011 and are being serviced according to state mandates. As previously mentioned parents were informed of their child's continued services. Parents have also been contacted by the ELL coordinator to discuss the progress of their child and the organization of an after school extra support program.

With an orientation program in place in the future for newly enrolled ELLs parent consultation would take place at that time as well.

5. As a brand new school this year, we don't have parent program selection trends available.
6. As previously mentioned there were no new students to the program so our program is aligned to what parents selected at their previous schools. Since this is our first year, and we only service 12 ELLs, the free standing ESL model is the only option available. As our school grows and more ELLs are admitted we will have to re assess our program offering based on need and demand.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										5				5
Total	0	0	0	0	0	0	0	0	0	5	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	3
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	8		1	2		1	2		2	12
Total	8	0	1	2	0	1	2	0	2	12

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9				9
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	12	0	0	0	12								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. We offer both Push-in and Pull-out models of ESL instruction and mainly teach English through the content areas to align with the core curriculum. Students are grouped by cohort based on ELA and Math scores and travel together throughout the day. The 12 ELLs are distributed between 2 cohorts containing mixed proficiency levels. During 2 periods of the day beginner and low intermediate students are pulled out for instruction in global studies and ESL/additional ELA support. During Push-in classes students are serviced by a certified ESL teacher as well as a certified content area teacher. During Pull-out classes, the students are serviced solely by a certified ESL teacher.

2. We utilize the Free Standing ESL Program and students receive all instruction in English with native language support when necessary. New York State Commissioner's Regulations Part 154 determines how many units of ESL instruction each student should receive according to his/her proficiency level from the NYSESLAT score or according to the LAB-R score. Beginners receive 540 minutes of ESL instruction per week. Those students are supported in Living Environment and ELA by the ESL teacher. They are pulled out for small group instruction in Global Studies by the ESL teacher, and also receive a period of small group instruction in ESL/additional ELA support. The teacher student ratio in the small group instruction is 3 students to 1 teacher. They are seen during 4 periods of the day by the ESL teacher. Intermediate Level Students receive 360 minutes of ESL instruction per week while Advanced Students receive 180 minutes of ESL instruction. The intermediate and advanced students are supported by the ESL teacher 2 periods a day in ELA and Living Environment. The student teacher ratio in this setting is about 25 students to 2-3 teachers, one of them being the ESL teacher. Both cohorts containing ELLs are also integrated co-teaching classes. Some of our ELLs receive more than their mandated instructional periods with the addition of after school tutoring and an additional period a day for lower proficiency level students to work on basic English communication skills.

3. In order for each English Language Learner (ELL) to meet the high standards set for all students, our staff works collaboratively to differentiate instruction and implement scaffolding strategies. The ESL and content area teachers engage in co teaching and planning as much as possible to ensure uniformity as well as consistency in the delivery of instruction to ELLs. Other instructional strategies utilized are visual support, increasing background knowledge, building vocabulary, modelling, graphic organization, and cooperative learning groups so that peers can help each other.

4. There are no formal assessments in place currently to evaluate ELL's native language skills. The ELLs at our school are predominately Spanish speaking and the ESL teacher has a strong background in the language. She is able to informally assess their ability level in both

A. Programming and Scheduling Information

languages.

5 a. Of our 12 ELLs, none of them have been identified as SIFE. For the future we will implement the following plan for SIFE. These students will need literary and academic help in order for them to gain academic growth. Students will be provided reading material at levels both below and above their ability which is necessary to help make the reading process less intimidating at first. When students begin to feel successful, they will be able to move up. Phonics programs will be essential to the literacy process as well. Differentiation and scaffolding will be present throughout instruction. An after school program to specifically target these students in order to catch them up should be established.

5 b. Our plan for ELLs in school less than 3 years/ Newcomers: Students receive 3 periods of ESL instruction daily. After school and lunch time tutoring is available and as previously mentioned scaffolding strategies are incorporated into each lesson. Students are using the English in Action series to build basic English communication skills and knowledge of various vocabulary topics. An additional period of English support is also offered everyday. Textbooks and other resources are adapted to enhance comprehension of the material

5 c. The school plan for 4- 6 years is to provide specific support in the areas where they need the most help. Students are encouraged to attend teacher office hours for tutoring. In the subjects where they excel, they serve as leaders during pair work with lower level students. Explaining the material to their peers helps to reinforce their understanding.

5d. Our two long term ELLs are both also Special Education students. They are in an integrated co- teaching class and are being supported by the ESL teacher, special education teacher, and content area teacher in ELA and Living Environment. They also receive an additional period of ELA to reinforce reading and writing skills. This model allows all teachers involved in their education to confer on the progress of these long term Ells, which is another step toward meeting their individual needs.

6, 7 Our school plan for Special Education ELLs- There are 4 ELLs that also have IEPs in our school. As previously mentioned all students are currently in Integrated Co-teaching classes where they are supported by multiple educators. In addition to their periods of ESL instruction through the content areas, these students receive an extra 2 periods of English and Math in a small group setting to strengthen their skills. During writing workshops within the ELA period, students are grouped homogenously by level to ensure that their individual needs are being met and that the teacher can provide substantial support. These students benefit from scaffolding techniques which include modeling, vocabulary building, using graphic organizers, and individualized conferencing when possible. Teachers monitor students' progress and provide tutoring for students during lunch periods and after school.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

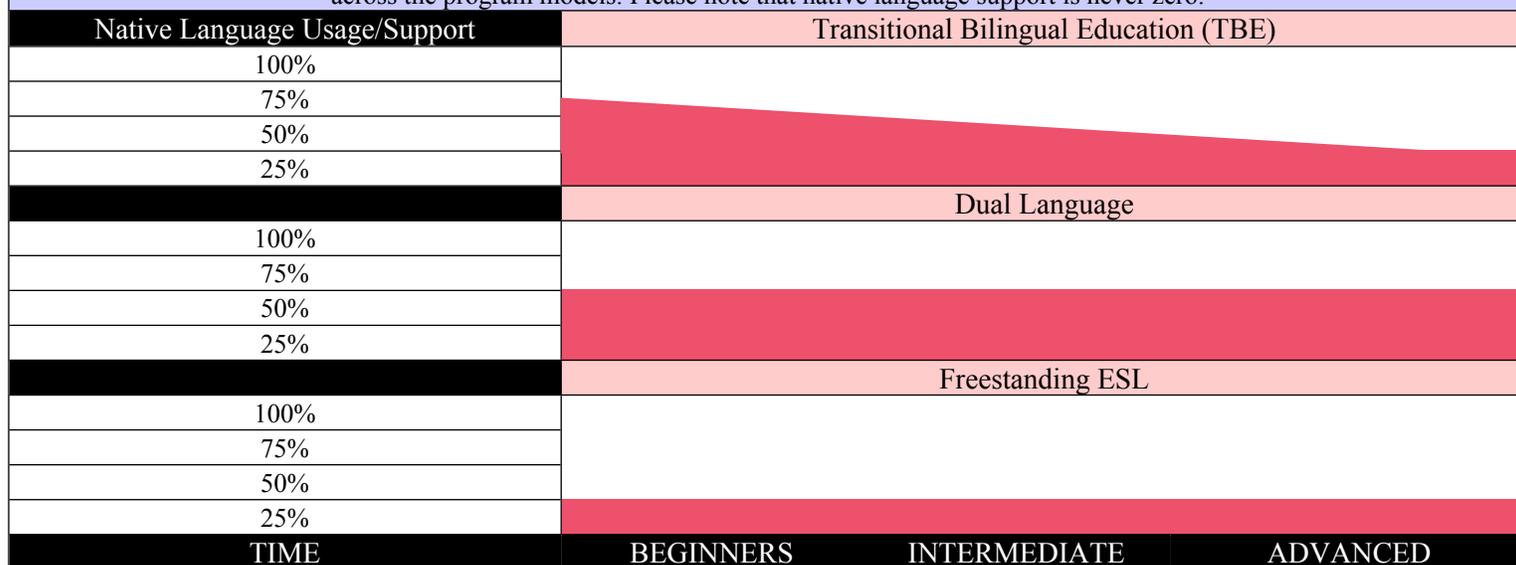
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Tutoring for ELLs in all subgroups is offered after school and during student lunch to provide extra help in any of their content areas. The ESL teacher is in constant communication with the core subject teachers to address progress, action plans, and instructional practices. She is also a part of ELA and living environment through the Push-in model, and pulls lower proficiency ELLs out to teach global studies. She has also started pushing into Math 3 times a week to provide language support to students of concern. Spanish is used to translate directions and vocabulary when necessary and students are encouraged to use dictionaries of other languages. As previously mentioned, students with lower English proficiency have been working with the English in Action book series to strengthen their basic interpersonal communication skills (BICS) in order build their cognitive academic language proficiency (CALP)

9. Tutoring is being implemented as transitional support for ELLs as well as the instructional practices discussed in previous sections.

10. We will continue to place emphasis on content-area subjects and skills to keep student learning aligned with the core curriculum. However, we will have to re-assess our programming depending on the number of beginner ELLs for the upcoming year. If there is a significant increase in this subgroup, more transitional practices may need to be implemented.

11. NA

12. ELLs are provided equal access to all after school programs. Several of our ELLs take part in various sports clubs. As previously mentioned the ESL teacher also offers tutoring exclusively to ELLs.

13. Smartboards are used in all classrooms to provide optimal visual representation of content material. Picture dictionaries, flashcards, and graphic organizers are also used. ELLs have also received adapted versions of lengthier and more challenging ELA texts to enhance their understanding. As previously mentioned, the English in Action book series has been used with lower proficiency students.

14. Native language support is provided by the ESL teacher when appropriate and beneficial to student understanding. Their peers of the same language background also help to provide translation for ELLs that may be struggling.

15. Yes.

16. As a brand new school with a very small population of ELLs, there weren't activities specifically for them in place before the beginning of the school year. However, the Principal conducted several open houses for students and parents interested in enrolling, and an orientation was held during the last week of August for all admitted students. During that time students were given a tour of the school, received the student handbook, and had the opportunity to engage in team building activities led by staff members. In the future, more outreach to specifically target ELLs may be necessary.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Because our school is brand new and has a very small ELL population, we have not fully established a professional development plan for ELL personnel. As PD's become available, the administration disseminates the information and teachers are able to register based on their needs and interests. The ESL teacher will be attending a workshop on ESL's role in the common core curriculum and will serve as a turnkey for the rest of the staff including content area teachers, special educators, administration, and support staff. The information learned will be broken down in intervals during grade level meetings which occur twice a week and are 45 minutes in duration. The ESL teacher will also be attending a full day PD on January 6th on improving the outcomes of all ELLs and students with disabilities. The training for staff based on the PDs the ESL teacher attends will begin after January 6th and will include 10 sessions to meet the minimum 7.5 hours of ELL training. Exact dates have yet to be determined. We will continue to follow this procedure for the remainder of the school year as other professional development opportunities targeting ELLs are offered. We are also currently looking into QTEL training. In addition to the whole staff PD's that will begin in the new year, the ESL teacher collaborates daily with content area teachers and is involved in the teaching of all 4 core content areas. The ESL students' progress are discussed during these informal department meetings.

2. Our school places a high priority on helping students become comfortable with changes in their academic lives. The transition to high school can be challenging and is often intimidating. To alleviate parent and student concerns, open houses have been conducted and we will continue to have orientation for incoming freshman. As a first year school, there was not enough money in the budget to take on a guidance counselor. We hope to have one in place for next year as we grow as a school. Our advisory program, in which each teacher meets with 17 students on Fridays serves as a forum for students to discuss academic and personal issues that are prevalent in their first year of high school.

3. The 7.5 hours of ELL training will be conducted by the ESL teacher. See question 1 for further detail. As the training will begin in the new year, records have not yet been maintained and activities are not yet planned. Training also takes place informally during common planning prep periods where the ESL teacher and content area teachers discuss various strategies that are beneficial to ELLs. There has also been talk of starting an inquiry team to assess the effectiveness of these strategies.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Maspeth High School encourages parental involvement for all of our students including ELLs. 4 parents currently sit on our School Leadership Team and all are welcome to attend the monthly Parent Association meetings, which will occur before an after-school student event in order to increase attendance. Important documents that are sent home with students will be translated for limited English proficient families. One of the community assistants as well as the ESL teacher have been available for both informal and formal parent meetings to translate for Spanish-speaking parents. For other languages that may be necessary, our school will use the DOE translation and interpretation unit. Please see the Parent Involvement policy and Goal #3 of the CEP for further information.

2. As a new school, we are not currently affiliated with any community based organizations. Our principal has recently attended a meeting regarding CBO's and brought back information and brochures to the schools leadership team meeting. We are also looking into applying for Title III funding to allow for parent workshops on topics including discipline, using ARIS, examining Data, and post high school education options. We would also like to look into establishing a night or Saturday instructional academy to provide the parents of ELLs the opportunity to learn English. Our CFN network is providing youth development assistance including transitioning into high school.

3. We will be using the Learning Environment Survey to evaluate the needs of parents. The Parent Association is also a forum for parents' voices. We will be designating a Parent Association member to act as a liaison for parents who cannot attend meetings. All parents will be informed of the liaison's contact information so they can address any issues of concern. As previously stated in question 1 of this section, translation services are available.

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4. Parent activities will be based on the needs identified through the Learning Environment Survey and through the Parent Association. We currently have progress reports in place to keep parents updated on their child's academic status before report cards are due. Teachers and administration also make themselves readily available for parent meetings, and phone calls to address the needs of the students. The ESL teacher would like to put in place biweekly updates of ELLs academic performance in their various content areas and have them translated to accommodate limited English proficient families. As previously mentioned, the ESL teacher and community assistant are available for translating for Spanish-speaking parents. We also have the DOE translation unit as a resource.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									2					2
Intermediate(I)									6					6
Advanced (A)									4					4
Total	0	0	0	0	0	0	0	0	12	0	0	0	0	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B									2				
	I									1				
	A									3				
	P									5				
READING/ WRITING	B									2				
	I									6				
	A									3				
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	4	3			7
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	3	3	2	1		2			11
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	5		5		1				11
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. This year we used scores from students' 8th grade ELA exam and the Spring 2011 NYSESLAT to assess literacy levels. Students who

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Maspeth High School

School DBN: 24Q585

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Khurshid Abdul-Mutakabbir	Principal		12/1/11
Monika Garg	Assistant Principal		12/1/11
	Parent Coordinator		12/1/11
Samantha Hoffman	ESL Teacher		12/1/11
Jennifer Colletti	Parent		12/1/11
Ketlynn Joseph	Teacher/Subject Area		12/1/11
Amanda Bosworth	Teacher/Subject Area		12/1/11
	Coach		
	Coach		
	Guidance Counselor		
Jie Zhang	Network Leader		12/1/01
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q585** School Name: **Maspeth High School**

Cluster: **2** Network: **201**

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

Part A: Needs Assessment Findings

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

We will utilize an ATS report, RHLA, which gives us the variety of languages spoken in the homes of our students. We also maintain our own parent contact cards which were filled out during the first week of school. These cards have a "language spoken at home" information section. Parents have the right to ask that we communicate in their native language.

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

As a new school in our first year, we do not currently have major findings.

Part B: Strategies and Activities

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

We will be using the NYCDOE translation unit to provide parents with essential documents. Informal parent contact letters have been provided by the school staff.

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

The ESL teacher has served as a translator for Spanish speaking parents during IEP meetings and informal student progress meetings. One of the community assistants also speaks Spanish and has been involved in parent communication under various circumstances. If it becomes necessary, we will call upon the DOE Translation Unit's interpretation services.

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

The school will provide the parents whose vernacular language is other than English a notification of their rights. Notices will be posted in the main office regarding their rights to obtain documentation or oral translation into their spoken language. They will also have access to the school safety plan. School staff members have served as translators during parent meetings and, when necessary interpretation services will be utilized. The DOE Translation Unit will also provide critical documents to parents whose primary language is not English.