



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** MASPETH HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q585

PRINCIPAL: KHURSHID ABDUL-MUTAKABBIR

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SUPERINTENDENT: **JUAN MENDEZ**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Khurshid Abdul-Mutakabbir	*Principal or Designee	
N/A	*UFT Chapter Leader or Designee	
Kazi Islam	*PA/PTA President or Designated Co-President	
Francesca Guidici	DC 37 Representative, if applicable	
Diane Y. Cindy P. George H.	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Bruce Gacsal	Member/Parent	
Denise Smith	Member/Parent	
Frank Derop	Member/Parent	
Jessica Anderson	Member/Teacher	
Jesse Pachter	Member/Guidance Counselor	
Mario Matos	Member/Teacher	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

During the 2012-2013 school year, Maspeth High School will increase writing proficiency levels to 50% as measured by the PSAT.

### **Comprehensive needs assessment**

An analysis of the PSAT exam given in October 2012 indicated a proficiency level of 37% in the writing component of the exam. This data was congruent with classroom and school-wide assessments.

### **Instructional strategies/activities**

- Teachers meet 2 times a week for common planning and will dedicate one of those meetings every week to analyze student writing using the 6 traits rubric and formulate strategies to address in their classes to help improve writing skills.
- Additional strategies for ELL students will be implemented by ELL instructor. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, scaffolding upon background knowledge and differentiated learning groups. For students with disabilities, the above mentioned strategies will also be utilized. Additional steps include reviewing the student's IEP, anticipating potential barriers to learning and providing accommodations to meet the student's individual needs. Trained ELL and Special Education staff will be utilized to implement the above mentioned strategies for the specified sub-groups. Steps taken to include teachers in the decision-making regarding the above mentioned goal strategies, include a weekly department meeting with the ELA department. During this time teachers meet in grade teams to discuss and determine strategies to be utilized at grade and/or class level.
- Students will be given the opportunity to attend an after-school SAT prep course that will focus on writing and increasing stamina for essay writing.
- Writing across the content areas will be present during each instructional period including math and science. Non-fiction text is used in science which leads to Socratic Seminar and essay writing.
- Teacher data binders will be maintained and monitored routinely by the principal. Binders display results of interim assessments and Regents examinations.
- Students will all be given the 6 traits writing rubric to focus all forms of writing around a common language. They will use the rubric for HW, DBQ writing, essay writing and analysis of their work.
- Provide students with Saturday and before/after school PSAT/SAT teacher led workshops beginning in September 2012.

### **Strategies to increase parental involvement**

- Maspeth High School plans to host parent workshops that will be geared towards college readiness and preparing for the PSAT/SAT. In partnership with the PA and Guidance, we plan on coordinating workshops that address: College and Basic Essay Writing, Application Completion, Scholarships, Alternative Secondary School Options, and Financial Aid Applications. Notifications for workshops will be sent using: School Messenger, Website, Backpack notification and PA meetings.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA      X   Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- All current 9<sup>th</sup> and 10<sup>th</sup> grade students will be scheduled to take the PSAT in the Fall of 2013. We budgeted OTPS money (TL Fair Student Funding HS) for this program.
- Students will receive intensive support across all content areas in Writing and Critical Reasoning. We budgeted OTPS money (TL Fair Student Funding HS) for this service.
- Students will be offered afterschool essay writing courses. We budgeted OTPS money (TL Fair Student Funding HS) for this service.

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

In alignment with the Citywide Instructional Expectations, teachers and administrators will create and implement a two-level observation and feedback system, using the shorter, more frequent, more focused classroom observation tool and Kim Marshall rubrics.

### **Comprehensive needs assessment**

Current observation practices do not provide effective and timely protocols to implement citywide instructional and teacher performance expectations aligned with Kim Marshall rubrics.

### **Instructional strategies/activities**

- Conduct daily 5 minute targeted walk-throughs of classrooms with a focus in mind from the Kim Marshall rubric.
- Conduct 2 10-15 minute mini-observations daily with a focus in mind from the Kim Marshall rubric.
- Provide timely verbal and written feedback to teachers from the mini-observations.
- Conduct 2 formal observations per teacher for each semester.
- Less than satisfactory teachers will receive additional formal observations.
- Conduct meetings to discuss action plans resulting from interim assessment data after each of the 4 interim assessments
- Mid-year assessment for all teachers using the Kim Marshall rubric and creating plan to move from good to great.
- Use data from walkthroughs to create teacher short term and long term goals.
- Department level teacher teams will consult weekly to discuss goals and strategies to meet goals based on feedback from observations.
- Provide teachers with the necessary tools needed to show improvement and growth
- Schedule inter-visitations using best practices from mini observations
- Utilize department leaders to conduct non-evaluative observations as a form a peer feedback
- To create a common language that will move instruction to a high standard of rigor and targeted towards student achievement and teacher growth.

### **Strategies to increase parental involvement**

- Conducting frequent mini-observations allows for dialogue between the parents and administration to discuss what steps are being taken to help teachers grow and improve. By having day to day knowledge of how a classroom operates, parents are kept up to date with curriculum changes. During PA meetings parents are given a report of what is happening in the classroom and what steps administration is taking as a school.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

YES  Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- In order to implement this program we created a team of teacher who were trained on both the Kim Marshall and Charlotte Danielson rubrics to provide training and support to the whole staff on effective teaching practices. We budgeted OTPS money (TL Fair Student Funding HS) for this group to meet periodically after school.

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

By June 2013, there will be a significant (10%) improvement school /home communication as measured by the Learning Environment Survey.

**Comprehensive needs assessment**

- We examined our school survey to see what parents, teachers and students said about learning conditions in our school. It was noted that we scored the lowest in communications at 6.6 points which is below the city average of 6.8 points. This information led us to support a dialogue among all members of the school community on how to increase our communication among all our stakeholders.

**Instructional strategies/activities**

A number of well-developed systems have been implemented to share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. For the 2012-20123 school year, we have new leadership in the Parent-Teacher Association which we anticipate will support our collective efforts to increase parent involvement in the school community.

- The purchase of Skedula Datacation software is fully implemented. It serves as an online grade book where teachers are able to upload all assignments, grades, homework, notes home, attendance and report cards in one spot. Skedula gives parents and students real-time data on the progress of their student. Recording period attendance is also a tool that helps parents track student lateness and cutting.
- School messenger continues to call in dates for meeting workshops and school events in both English and Spanish regularly.
- School Notices are translated in native languages.
- The Maspeth High School website is consistently updated with event dates, highlights, program changes and important information
- Maspeth High School communicates via its own Facebook page as well as each club has a page dedicated to their specific activities and programs.
- The PA also has their own Facebook page to keep families updated and informed.
- Continued training and encouragement of usage of ARIS parent link.

**Strategies to increase parental involvement**

- The parent members of the SLT will conduct additional outreach activities.

**Budget and resources alignment**

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Within the 2012-2013 budget includes OTPS funding (TL Fair Student Funding HS) for Datacation and PupilPath. This system give the administration, guidance counselors, deans, teachers, parents and students real time access to students grades and other anecdotes on their behavior, class participation, etc.
- We also budgeted OTPS funding (TL Fair Student Funding HS) for School Messenger which we use to inform parents or PA Meeting and other community events. We are seeking to increase parent participation in all of our activities. This aligns to our annual CEP goal #3.
- We budgeted teacher per session in Galaxy (TL Fair Student Funding HS) to fund 3 Saturday Academies during the year. The first one was for PSAT prep which aligns with our first CEP goal and the other 2 Saturday Academies were for regents prep. This aligns to our annual CEP goal #1.
- We also paid teachers (TL Fair Student Funding HS) to perform one office hour per week to tutor and to provide extra help to students who are experiencing academic difficulty or who would like enrichment work.
- We used OTPS money to purchase several books and other literature (TL OTPS New Schools HS) for teachers that were extensions of the ongoing PD centered around the Kim Marshall and Charlotte Danielson rubrics. This aligned to our annual CEP goal #2.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
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. 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.	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. 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.	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. 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. ELL	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. ELL students also receive	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. ELL students also receive

	<p>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.</p>	<p>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.</p>	<p>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.</p>
Science	<p>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. 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.</p>	<p>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. 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.</p>	<p>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. 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.</p>
Social Studies	<p>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. ELL students also receive</p>	<p>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. ELL students also receive small-group instruction multiple</p>	<p>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. ELL students also receive small-group instruction multiple</p>

	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Services are provided by the Guidance Counselor. These services will be provided to students having attendance, academic, and emotional challenges. If additional support is needed, the assistant principal is available throughout the day.</p>	<p>Services are provided by the Guidance Counselor. These services will be provided to students having attendance, academic, and emotional challenges. If additional support is needed, the assistant principal is available throughout the day.</p>	<p>Services are provided by the Guidance Counselor. These services will be provided to students having attendance, academic, and emotional challenges. If additional support is needed, the assistant principal is available throughout the day.</p>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 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. A resume rubric is used to assess a candidate in all areas of professionalism.
- 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. The demo lesson is observed by administration and department teachers.
- After the demonstration lesson, the candidate is asked to participate in a panel interview with 7 existing staff members. The focus of this interview is to ask about collaboration and school culture.
- 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.
- Teachers are given support and feedback throughout the year.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our 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 Title I 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 Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

**SCHOOL-PARENT COMPACT**

Our school 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 agree that this Compact outlines how parents, the entire school staff, and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas.

*Support home-school relationships and improve communication by:*

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities in a format and to the extent practicable in a language that parents can understand;
- providing parents with pertinent individual school information in a timely manner.

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

*Provide general support to parents by:*

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents.

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day;
- 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;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- take part in the school's Parent Association;
- share responsibility for the improved academic achievement of my child.

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Charles Amundsen/Jie Zhang</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>585</b>
School Name <b>Maspeth High School</b>			

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

Principal <b>Khurshid Abdul-Mutakkabir</b>	Assistant Principal <b>Monika Garg</b>
Coach	Coach
ESL Teacher <b>Samantha Hoffman</b>	Guidance Counselor
Teacher/Subject Area <b>Ketlynne Joseph/Science</b>	Parent <b>Jennifer Colletti</b>
Teacher/Subject Area <b>Amanda Bosworth/Global Studies</b>	Parent Coordinator
Related Service Provider <b>Cory Coleman</b>	Other
Network Leader <b>Jie Zhang</b>	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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>13</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>247</b>	Total Number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>4.86%</b>
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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

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										5				5
<b>Total</b>	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					
<b>All ELLs</b>	12	<b>Newcomers (ELLs receiving service 0-3 years)</b>	8	<b>Special Education</b>	3
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	2	<b>Long-Term (completed 6 years)</b>	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
<b>TOTAL</b>	<b>0</b>													

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

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
<b>TOTAL</b>	<b>0</b>									

**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
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>								

# 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

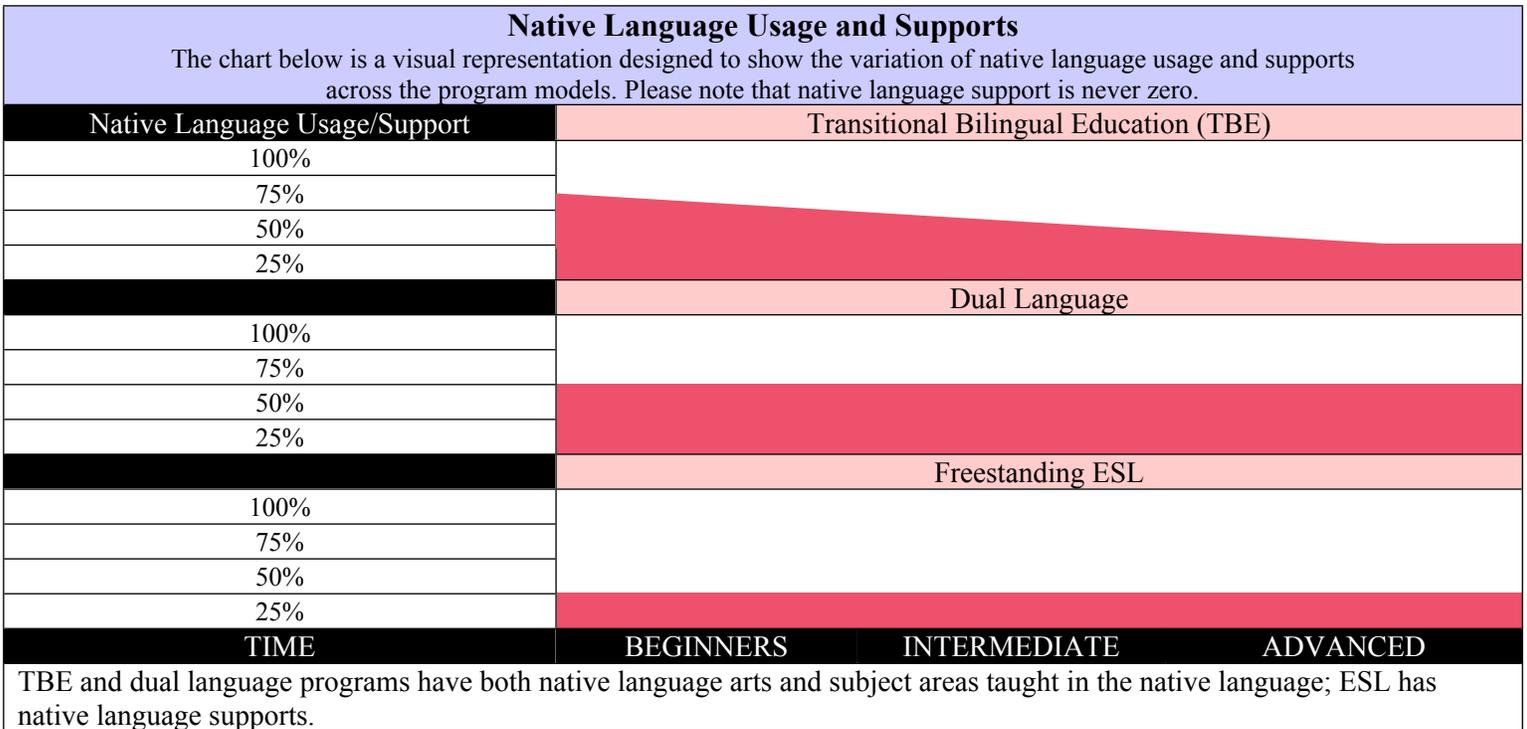
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

#### **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 6<sup>th</sup> 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 6<sup>th</sup> 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.

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

**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**

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. 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 came from private schools or out of state were given an English diagnostic during orientation which also utilized the ELA as its resource. The 4 ELLs who entered the New York City school system last year were exempt from the ELA exam and we relied on their NYSESLAT scores to make assessments. Of the 7 who have ELA data, 3 scored a Level 1 and 4 scored a Level 2. Reading and writing scores on the NYSESLAT were lower than listening and speaking in more than 50% of the ELLs tested which indicated the need for support in literacy development. 3 of the ELLs who also have IEPs were administered the WRAT, learning A to Z running reading record, and sight word bank diagnostics to assess literacy. These students' reading levels have been re tested every 6-8 weeks.

2. As we are a new school in our first year, we are currently only servicing 9th graders. Therefore, patterns across grade levels can't be determined at present. Students' NYSESLAT scores indicate that 2 are beginner level ELLs, 6 are intermediate level ELLs, and 4 are advanced level ELLs.

3. Our NYSESLAT modality analysis revealed that more than 50% of the ELLs scored higher on the listening and speaking section than the reading and writing section. 5 of our students scored at the proficient level and are being held in the program due to their continued struggle with reading and writing. Many of our ELLs have difficulty with reading comprehension due to their limited vocabulary. During common planning time, strategies to implement vocabulary building into the lessons will be discussed with content area teachers. Many students have received an adapted version of The Iliad which we are currently working with to allow for a higher level of understanding. The ESL teacher has also created chapter summaries and character guides to facilitate the reading process. The reciprocal teaching method has also been introduced in order to promote reading comprehension and provide opportunities for students to learn to monitor their own learning and thinking. In regard to improving writing skills, we have implemented a writing workshop model in ELA to break down the writing process for our students. Students are grouped homogenously by the amount of support they need so that the teachers can meet the needs of each individual.

4. a. According to students' 8th grade exam data, of the ELLs eligible to take the NYS ELA, 57% scored at a Level 1 and 42% scored at a Level 2. The NYS Math results indicate that 54% of the ELLs scored at a Level 1, 27% at a Level 2, and 18% at a Level 3. The NYS Science results indicate that 45% scored at a Level 1, 45% scored at a Level 2, and 10% scored at a level 3. Six students took the Math exam in their native language which didn't seem to make a significant difference since more than 50% still scored at Levels 1 and 2. All of the ELLs regardless of their proficiency levels scored at Levels 1 and 2 on all state assessments with the exception of two advanced ELLs who scored at Level 3 in Math.

b. School leadership is working diligently to ensure the curricula align with the common core standards, and address the content and skills necessary to help ELLs succeed on high stakes tests. ELL periodic assessments have not been put into place for the first semester but will be looked into for 2nd semester and the upcoming years. Students who are eligible to take standardized tests in their native language are also assessed in that language.

5. NA

6. As a first year school, we don't have a significant amount of data collected at present to assess the success of our ESL program. We will

be looking for movement on the Spring 2012 NYSESLAT from beginner through proficient levels. Moving forward we will also be looking to increase the percentage of Ells passing the ELA and other content area Regents exams. In addition to standardized testing, we will assess our program's achievement by class grades and by observing and noting in-class performance. Inquiry teams will also be formed to address student progress and to create actions plans in order to guarantee success.

### 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
Ketlynne 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		
	Other		

**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)
	Other		
	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**

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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

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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.