



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MASPETH HIGH SCHOOL  
**DBN (i.e. 01M001):** 24Q585  
**Principal:** KHURSHID ABDUL-MUTAKABBIR  
**Principal Email:** KMUTAKABBIR@SCHOOLS.NYC.GOV  
**Superintendent:** JUAN MENDEZ  
**Network Leader:** JOSEPH ZAZA

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Khurshid Abdul-Mutakabbir	*Principal or Designee	
David Mevs	*UFT Chapter Leader or Designee	
Marisol Agron	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Diane Yi	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Denise Smith	Member/ Parent	
Frank Derop	Member/ Parent	
Connie Partinico	Member/ Parent	
Stefan Singh	Member/ Teacher	
Doris Su	Member/ Teacher	
Raunuk Manji	Member/ Student	
Maria Gacsal	Member/ Student	
Alexandra Reconco	Member/ Student	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the end of the 2013-14 school year, Maspeth High School will increase our mastery of basic mathematical proficiency to 47% school-wide as measured by the New York State Integrated Algebra Regents.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Class	Total	At Mastery	Percentage at Mastery
Juniors	232	82	35%
Sophomores	247	125	51%
Freshmen	298	Goal 193	Goal 60%

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Providing all students with mathematics support via office hours
2. Providing all students with an 8 week long Regents Preparatory Saturday Academy

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Mathematics Teachers

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Progress will be assessed using interim assessments (4 per year)
2. Progress will be assessed through mock regents tests throughout the 8 week Regents Preparatory Saturday Academy

#### **D. Timeline for implementation and completion including start and end dates**

1. On all school days
2. November 23-January 25 and April 26 – June 14

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. After-school from 3:15-4:15. This is a per session activity where most teachers will work one hour per week for the entire school year.
2. Saturdays from 9AM – 1PM. This is a per session activity where during the indicated timeline teachers work 4 hours on Saturdays.

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be able to track student grades and interact with teachers through use of PupilPath (Skedula). Progress reports will be sent home for parents to track student progress.

### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We are also using our AARA RTT funds for our dedicated instruction for students on Saturdays and afterschool.

## Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 The Maspeth High School English department in conjunction with the Social Studies department will have a scaffolded research and writing initiative, so that each grade will produce one substantial (5 paragraph) essay / research paper per year with substantial teacher feedback on submitted first drafts.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Based on classroom assessment it has been determined that student’s writing abilities are not on par with standards for college readiness

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
    - 1. Students will be provided with a rubric and instructional plan in conjunction with instruction on research and database usage
  - B. Key personnel and other resources used to implement each strategy/activity**
    - 1. The Library, The Librarian, English and Social Studies teachers
  - C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
    - 1. Teachers will provide constructive, informative feedback on all drafts of the assignment throughout the duration of the assignment
  - D. Timeline for implementation and completion including start and end dates**
    - 1. Students will complete one substantial essay/research paper by the end of the school year
  - E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
    - 1. A committee will be established to create a rubric and instructional plan designed to meet the above goal. Students will be given opportunities to utilize the library and multiple databases for research purposes, with instruction provided by the school librarian. Students will be given instruction on how to navigate multiple databases as well as how to organized all sources in order to effectively accomplish the above goal

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).  
 Parents will be able to track student grades and interact with teachers through use of PupilPath (Skedula). Progress reports will be sent home for parents to track student progress.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.  
 We are also using our AARA RTT funds for our dedicated instruction for students on Saturdays and afterschool.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By the end of the 2013-14 School, Maspeth High School will increase the overall percentage of students on track to receive the Chancellor’s Arts Endorsement.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 In order to receive the Advanced Regents diploma, students must either attain a 65+ on the LOTE Regents exam OR receive the Chancellor’s Arts Endorsement. Students who complete 10 credits in one of the four art disciplines (Visual Arts, Theater Arts, Music, or Dance) and pass the corresponding arts exam will receive

the endorsement.

Class	Total	Total on an Art Track	Percentage on Track
Juniors	232	167	72 %
Sophomores	247	190	76 %
Freshmen	298	298	100 %
Total	777	655	84%

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- As part of our classical curriculum all students take four years of arts instruction (8 credits) and Students will take a two semester after school practicum to receive the additional 2 credits

**B. Key personnel and other resources used to implement each strategy/activity**

- Arts Instructors

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- The programming department will track student progress towards attaining the 10 credit requirement and make necessary program changes to facilitate

**D. Timeline for implementation and completion including start and end dates**

- September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Prior to beginning freshman year all accepted students will elect an art major to ensure that they are programmed onto the correct arts track. Upon meeting graduation requirements in regards to both credits, and Regents exams, students will be given the opportunity to take elective arts credits to attain the arts endorsement.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be consulted on the goals, requirements, and programming needs in regards to attaining the Arts Endorsement.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We are also using our AARA RTT funds for our dedicated instruction for students on Saturdays and afterschool.

**Goal and Action Plan #4**

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 #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #5***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	1) Regents Preparatory Academy 2) Peer Tutoring 3) Office Hours	1) Whole Class 2) National Honors Society Peer Tutoring 3) One-to-one	1) Saturday 2) After School 3) After School
<b>Mathematics</b>	1) Regents Preparatory Academy 2) Peer Tutoring 3) Office Hours 4) Regents Prep Class	1) Whole Class 2) National Honors Society Peer Tutoring 3) One-to-one 4) Whole Class	1) Saturday 2) After School 3) After School 4) During School
<b>Science</b>	1) Regents Preparatory Academy 2) Peer Tutoring 3) Office Hours	1) Whole Class 2) National Honors Society Peer Tutoring 3) One-to-one	1) Saturday 2) After School 3) After School
<b>Social Studies</b>	1) Regents Preparatory Academy 2) Peer Tutoring 3) Office Hours 4) Regents Prep Class	1) Whole Class 2) National Honors Society Peer Tutoring 3) One-to-one 4) Whole Class	1) Saturday 2) After School 3) After School 4) During School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	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 principal is available throughout the day		

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

*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;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

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

*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;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

Principal <b>Khurshid Abdul Mutakkabir</b>	Assistant Principal
Coach	Coach
ESL Teacher <b>Samantha Hoffman</b>	Guidance Counselor <b>Jesse Pachter</b>
Teacher/Subject Area	Parent <b>Marisol Rodriguez</b>
Teacher/Subject Area	Parent Coordinator
Related Service Provider <b>Jeremy Konar/SPED</b>	Other <b>Mario Matos</b>
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>6</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>752</b>	Total number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>3.32%</b>
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# Part II: 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 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										14	5	6		25
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	14	5	6	0	25

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	9

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10	0	0	6	0	4	9	0	8	25
Total	10	0	0	6	0	4	9	0	8	25

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**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										10		5		15
Chinese										2	1	1		4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish										1	2			3
Albanian														0
Other										1	2			3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	14	5	6	0	25

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										3	1			4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										5	1	3		9
Advanced (A)										6	3	3		12
Total	0	0	0	0	0	0	0	0	0	14	5	6	0	25

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	12		1		13
NYSAA Bilingual (SWD)					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	5	6	0	1	1		1		14
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	9		3		2				14
NYSAA Bilingual (SWD)									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	10		9	
Geometry	3		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	6		2	
Physics				
Global History and Geography	6		3	
US History and Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

9th grade: We use scores from students' 8th grade ELA exam, and 8th grade NYSESLAT to assess literacy levels.

  - Reading levels were also available for some of the students from the Performance Series Online from 8th grade.
  - Of the 13 who have ELA data, 12 scored at a Level 1 and 1 scored a Level 3. 12 of the 13 students fall below the NYS reading average.
  - Reading and writing scores on the NYSESLAT were lower than listening and speaking in 93% of the ELLs tested which indicates the need for support in literacy development.
  - 5 of the 14 9th grade ELLs had Performance Series Online reading level scores available. The levels range from 2nd grade to a high 4th grade.
  - The ESL teacher also gave students a diagnostic test at the beginning of the year from the Pearson Longman Keystone textbook series to assess multiple skill levels including reading comprehension and oral reading fluency.
  - 10th grade: We use scores from students' 9th grade NYSESLAT scores, and 9th grade ELA Interim Assessment scores to assess literacy skills as they begin their 2nd year in High School
  - Of the 4 current ELLs who have NYSESLAT data from 9th grade, 100% of them scored lower on the Reading and Writing modality
  - 11th grade: We use scores from students' 10th grade NYSESLAT scores and 10th grade ELA Interim Assessment score to assess literacy skills as they begin their 3rd year of High School
  - Of the 6 current ELLs who have NYSESLAT data from 10th grade, 100% of them scored lower on the Reading and Writing modality
  - 5 out of 6 of the students showed considerable growth from the first interim assessment given at the beginning of the year to the fourth assessment given towards the end of the year
  - The data shows that the ELLs are deficient in literacy skills and that instructional supports must be in place. The textbook series used in the small group ESL classes for the lower proficiency students focuses on building reading comprehension skills as well as oral reading fluency skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  - Of the current 8 10th and 11th graders who took the new Common Core aligned NYSESLAT, 3 of them increased in proficiency level from the previous year
  - 4 stayed at the same proficiency level, and 1 decreased in proficiency level
  - Of the 12 9th graders who took the new Common Core aligned NYSESLAT, 7 of them increased in proficiency level from the previous year.
  - 4 stayed at the same proficiency level, and 1 decreased in proficiency level
  - Data from the last 4 years of NYSESLAT testing of ELLs with IEPs shows limited growth.
  - The NYSESLAT data shows that in many cases the ESL service received is helping students progress
  - The data also shows students with IEPs have a more difficult time attaining proficiency which could be a result of learning disabilities that cause deficits in reading and writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
  - Our NYSESLAT modality analysis revealed that 90-100% of the ELLs scored higher on the listening and speaking section than the reading and writing section. 4 of our students scored at the proficient level in listening and speaking but continue to have ELL status 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. Chunking text, and engaging in collaborative annotations has helped students achieve 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 and ESL classes to break down the writing process for our students. Students are grouped homogeneously by the amount of support they need so that the teachers can

meet the needs of each individual. Outlines, prompt sheets, and brainstorming strategies are used to scaffold the writing process for students.

•Since we are a new school, with a relatively small ELL population, and do not currently have title III funding, we have not set AMAO's yet. We are currently working towards establishing these objectives.

4. For each program, answer the following:

- a. 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?

•a 9th grade: We currently have the most ELLs in 9th grade. 3 are at the beginner level, 5 are at the intermediate level, and 6 are at the advanced level. 92% of those students scored a 1 on the Common Core ELA exam and 8% scored a 3. 79% of the 9th grade ELLs also scored a 1 on the Common Core Math test. Of that 79%, 54% took it in their native language which shows either that the skills tested were above their level, or because they learned the concepts in English, taking the exam in the native language was not worthwhile.

•10th grade: We currently have 5 ELLs in 10th grade. 1 is at the beginner level, 1 is at the intermediate level, and 3 are at the advanced level. Of the 5, 4 took the Algebra Regents in English and passed. 1 of the students qualified for a Polish translator during the exam, as there is no Polish translation of the Algebra Regents. Having this accomodation significantly improved her score from practice exams.

•11th grade: We currently have 6 ELLs in 11th grade. 3 are at the intermediate level, and 3 are at the advanced level. 5 of the 6 have passed the Algebra Regents in English. 3 of the 6 have passed the Global Regents, and 2 of the 6 have passed the Living Environment Regents. On each of the exams, 3 of the ELLs received Spanish translations of the exam to use a resource. The passing rate was over 50% out of the 9 exams offered with native language support.

•b ELL periodic assessments have not been formally put into place. The ESL teacher has used them has informal assessments in past years.

•c NA

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

•ESL strategies, as previously mentioned in the programming section are incorporated into instruction in multiple content areas to make the curriculum accessible for students developing their second language.

7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

•We look at growth achieved on the NYSESLAT from year to year. After our school's first year, the 2012 NYSESLAT resulted in 2 out of 12 students receiving a proficient score. 5 of the 16 ELLs that took the 2013 exam received a proficient score. Many of the other students increased one level.

•We will also assess our program based on this years ELA Regents exam scores. Other content area Regents exam scores are also taken into account.

•In addition to standardized testing, we will assess our program's achievement by class grades and by observing and noting in-class performance.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  - The first step is an interview with the parent by a licensed pedagogue, or the ELL coordinator. During this interview, we 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) is given to the parent to complete in his or her native language. If the pedagogue interviewing the student deems that the student's English is proficient, even though the parent speaks a language other than English, the student's home language is entered as English, and the student is not given the Lab-R. He or she is placed in the general ed program.
  - If it is indicated that a language other than English is spoken at home, the student is administered an ESL placement/Interview test in the ESL coordinator's room. The student is given the LAB-R within ten days of registration
  - The Spanish Lab is also given for Spanish speaking students entering the school. We have not had to administer this exam yet.
  - Once the LAB-R is scored and reviewed, if the student scores at or below a state designated level of proficiency, the student is identified as an ELL.
  - Parents are notified in writing, via the entitlement letter, which is sent home with the child, and are invited to attend a Parent Orientation session.
  - If the student passes the LAB-R he or she will not receive ESL services.
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.
  - Parents are invited to attend a parent orientation after it is determined that their child requires service. This will occur within the 10 day window. At this time program choices are explained using the videos provided by the DOE's website in various languages.
  - After reviewing the 3 options (English as a Second Language ESL, Transitional Bilingual Education TBE, or Dual Language DL), parents are provided the Parent Survey and Program Selection form in their native language
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  - Entitlement letters are sent home with the students by the ESL coordinator and are returned to the ESL coordinator in a timely fashion.
  - The ESL coordinator follows up with phone calls to ensure that the letters have been received, and to schedule the orientation.
  - Parents complete the Parent Survey and Program Selection form during the orientation, and the form is retained in the student's permanent record.
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.
  - The information from the Parent Survey and Selection form is entered into ATS, and the student is programmed for Freestanding ESL
  - Freestanding ESL is the only option currently offered at our school. If our population changes and we have more than 20 ELLs with the same native language per grade, we will look into opening a bilingual class.
  - Parents are notified that their choice is not currently available at the school, and they are given the option to keep their child enrolled at the school in the ESL program provided or to transfer their child to a different school where their chosen program option is available.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
  - The ELL coordinator schedules students for individual speaking times, and notifies the staff via email. Students are administered the speaking section in a separate room with the ESL coordinator and another teacher.
  - The ELL coordinator schedules the Listening, Reading, and Writing sections each on a separate day, and confirms the schedule with the administration.
  - An email is then sent to the staff to notify them of the testing dates as well.

- A letter is sent home to inform parents of the upcoming testing
  - The tests are administered on the scheduled days. Students who are absent on any of the testing days are provided another time to take it.
6. 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.) 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. ⓘ
- During the past 2 years that our school has been open, there have only been 2 newly admitted students who have gone through the ELL identification process and required service. At this time a trend in program choices is not available.
  - As previously mentioned, we currently have Freestanding ESL. As our population grows, and more ELLs are admitted, we will have to re assess our program offering based on need and demand

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - a. We offer both Push-in and Pull-out models of ESL instruction. The ESL teacher pushes into 3 English classes to support ELLs in grades 9-11. 2 groups of students are also pulled out to receive ESL instruction in a small group setting.
    - b. Students are grouped homogeneously by cohort based on ELA, Math, and Regents scores and travel together throughout the 8 period day. The 25 ELLs are distributed between 4 cohorts. The ELLs in the English classes are mixed proficiency levels ranging from beginner to advanced. The 2 groups that are pulled out for service are homogeneously grouped. One is beginner and one is intermediate.
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)?

- 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. These students are supported in a self-contained ESL class, where the teacher to student ratio is 1 to 4, and in ELA, where the ESL teacher pushes into a class of 34 consisting of gen Ed, ELL, and IEP students. Additional minutes of instruction are received during an ESL resource period, where the ESL teacher pushes into various content area classes throughout the week.
- Intermediate Level Students receive 360 minutes of ESL instruction per week. The intermediate students are supported by the ESL teacher in a self-contained ESL class, where the teacher to ratio is 1 to 8, and in ELA, where the ESL teacher pushes into a class of 34 consisting of gen Ed, ELL, and IEP students.
- Advanced Students receive 180 minutes of ESL and 180 minutes of ELA instruction. The advanced students are supported by the ESL teacher during their ELA classes.

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 foster language development and meet the demands of the Common Core Learning Standards.

- Our staff works collaboratively to differentiate instruction and implement scaffolding strategies.
- The ESL and content area teachers engage in co teaching 3 periods per day. They meet 1-2 times per week to co-plan. Daily emailing occurs as well to ensure uniformity as well as consistency in the delivery of instruction to ELLs that is aligned with the Common Core Standards.
- Other instructional strategies utilized are providing visual support, increasing background knowledge, building meaningful vocabulary, modelling, using graphic organizers, chunking text, engaging in close reading, allowing for multiple entry points through collaborative annotation, and forming cooperative learning groups so that peers can help each other.

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

- We provide ELLs glossaries in their native languages in each of the content areas.
- When applicable students use translated Regents Exams as a resource during testing. If the exam is not available in a particular language, we have hired translators to provide service during testing. A Polish translator was used last year for one student on the Algebra Regents and she scored an 80%
- The ESL teacher has Spanish language books in her classroom that are available for students to borrow
- 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 languages.

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

- Listening: Listening comprehension assessments are integrated in the Key for Learning, and Building Bridges textbook series by Pearson Longman that are used in the small group ESL classes.
- Our school also holds Socratic Seminars in multiple content areas, which rely heavily on the ability to actively listen.
- Active listening is part of all teachers daily instruction as well.
- Reading: Literacy skills are important across the content areas. In ELA classes students are informally assessed on their understanding of various texts through comprehension checks, and guided questions based on Bloom's Taxonomy.
- Our Intermim Assessments, which are given 4 times per year, are also mainly comprised of reading comprehension.
- Writing: Writing assignments are graded based on rubrics that are customized for the assignment. Students take part in writing workshops to scaffold the process, and address individual needs.
- Speaking: As mentioned previously, Socratic Seminars are used as assessments at the end of a unit, and give students an opportunity to contribute their thoughts about essential questions posed.
- Students are informally assessed daily through their participation in class discussions
- Developing reading fluency has been an important objective in the small group ESL classes. The teacher uses an oral reading fluency rubric to assess students based on 5 categories (speed, accuracy, expression, intonation, and self correction)

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

- a Of our 24 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.
- b. Our plan for ELLs in school less than 3 years/ Newcomers:
- Students receive 2- 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 Keys to Learning series to build basic English communication skills and knowledge of various vocabulary and grammar topics. The Building Bridges series focuses more on developing students' cognitive academic language, through reading comprehension, and content vocabulary acquisition.
- Texts and other resources are adapted to enhance comprehension of the material.
- 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, students serve as leaders during pair work with lower level students. Explaining the material to their peers helps to reinforce their understanding.
- d. Our long term ELLs are 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.
- 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.
- Some of these students also have other related services such as Speech and Language Therapy, and counseling.
- Based on their NYSESLAT scores some of our long term ELLs are also part of the small group ESL instruction as they are mandated for service twice daily.
- Some of these students will be evaluated by the ELAND committee to be declassified from ESL service.
- E The ESL teacher checks in on the progress of former ELLs during the designated ESL resource period. 3 of the former ELLs are also in the 11th grade English class that she pushes into so she is able to monitor them more closely.
- These students continue to come to office hours when they need help after school or during lunch.
- These students still receive testing accommodations on state exams.

7. 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?

- Our school plan for Special Education ELLs:
- There are 12 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 larger classes students are occasionally divided into homogeneous groups to ensure that their individual needs are being met and that the teacher can provide substantial support.
- All students are interacting with grade level material across the content areas. Teachers utilize various strategies to make that material accessible.
- 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

See question 7 response

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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

9. 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.
- All ELLs in ELA are supported by the ESL teacher, who is involved in the daily instruction, and collaborates with the general education teacher to make material accessible for the ELL population.
  - All ELL subgroups are encouraged to see teachers for extra help during lunch and after school hours. Each teacher in the school has at least one day per week of office hours, and many work with students multiple days during the week.
  - Saturday Academy will be offered for all Juniors taking the English Regents in both January and June.
  - The ESL teacher will also offer an after school Regents prep program specifically for ELLs in the spring.
  - All ELL subgroups in Math are also encouraged to see teachers for extra help during lunch and after school hours.
  - The ESL teacher pushes in once a week to one of the 9th grade ICT Algebra classes, which contains 13 ELLs, some of them at the beginner level, to help develop strategies for struggling learners.
  - Saturday Academy will also be offered for all students taking Regents in January and June
  - All intervention services are offered mainly in English. The ESL teacher and Special Education English teacher are able to communicate with students in Spanish to clarify concepts, and assignments.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Beginner and Intermediate level students work with the Keys to Learning, and Building Bridges textbook series in the small group ESL setting. Both of these are aligned to the Common Core.
  - Keys to Learning mainly focuses on language development and targets the newcomer and beginner population. Each unit contains vocabulary, word study, grammar, reading, writing, speaking and listening objectives, and develops these skills through step-by-step learning strategies.
  - At the end of each unit there is also an Across the Curriculum lesson which allows students to apply their language skills to academic tasks they will encounter in other subject areas.
  - Building Bridges is used for the intermediate level students. It also includes all of the language objectives mentioned with Keys to Learning, but is organized in thematic units.
  - Each unit includes both literature and informational text to help students develop academic skills that they can apply in multiple content areas. Science and Social Studies readings are incorporated throughout the text.
  - ELLs in ELA classes receive language support through vocabulary instruction, writing workshops, and reading strategies and modifications.
  - 5 out of 16 ESL students tested out of the program by attaining a proficient score on the 2013 NYSESLAT
  - 4 of the 16 ESL students from the 12-13 school year are currently on track for a Regents diploma and have passed 3 of the required Regents
  - 5 of the 16 ESL students from the 12-13 school year have passed 2 of the required Regents
  - 6 of the 16 ESL students from the 12-13 school year have passed 1 of the required Regents
11. What new programs or improvements will be considered for the upcoming school year?
- An after school English Regents prep program will begin in the spring to prepare ELLs for the English Regents
  - ESL programming will be investigated further to try to avoid students being pulled from other classes to receive their second period of ESL service
- Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- Through the ELAND review procedure, some of our X-coded ESL students may have their ESL services discontinued based on committee documentation and recommendations. We are beginning to collect data on 4-5 candidates.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are provided equal access to all after school programs. Several of our ELLs take part in various sports teams. All clubs and sports are visually advertised around the school with fliers and posters. There was also a club fair at the beginning of the school year where students were able to visit each club's table to find out more information about it.
  - As previously mentioned the ESL teacher also offers tutoring exclusively to ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

- Smartboards are used in all classrooms to provide optimal visual representation of content material.
- Brain pop is also used to introduce or review concepts through a different medium
- Bilingual glossaries, graphic organizers, and English Language Learners dictionaries are also used.
- ELLs have also received adapted versions of lengthier and more challenging ELA texts to enhance their understanding.
- As previously mentioned, the Keys to Learning, and Building Bridges textbook series have been used with lower proficiency students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

- Native language support is provided by the ESL teacher when appropriate and beneficial to student understanding.
- Student pairing with peers of the same language background also helps to provide translation for ELLs that may be struggling.
- Bilingual glossaries are provided in content areas where available
- ELLs have access to literature in Spanish in the library as well as the ESL classroom. Latin language electives also build upon the Spanish language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All material, and resources for ELLs are targeted for the High School level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

- Our school has a small population of ELLs, with only 2 new admits requiring ESL service in the past 2 years. There haven't been programs 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 orientations have been held during the summer for all admitted students. The ELL identification process has assisted newly enrolled students and their families to understand their options and programs available to them.
- The ESL teacher facilitates activities during class time throughout the year that helps to acclimate newly enrolled students to the school community, and country. This year she has utilized a game developed by a bilingual social worker that specifically focuses on immigrant youth and their transition to a new country.

18. What language electives are offered to ELLs?

- Students are currently offered Latin as a language elective which helps to build upon many of the student's native language, Spanish. Greek will also be an option for certain students beginning next year.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  - 1 As PD opportunities become available, the administration disseminates the information and teachers are able to register based on their needs and interests. The Principal provides professional development once a month during a faculty meeting. Some of the topics covered have been mindset, questioning strategies, student public speaking skills, creating rubrics, effective mastery objectives, and classroom management.
    - The ESL teacher has attended multiple professional developments outside the school regarding the instruction of English Language Learners. She serves as a turnkey during grade level meetings, as well as in individual planning meetings with co-teachers to present various strategies that benefit ELLs.
    - The ESL teacher and Special Education coordinator are collaborating on a resource packet for all teachers who teach ELLs and SWD's. They will present the information at a grade level meeting, and will include a list of professional development opportunities offered by the Division of Students with Disabilities and ELLs. Teachers will also be able to sign up for additional in house professional development that focuses on the instruction of ELLs and SWD's. Schedules and agendas will then be developed starting in December.
  - 2 Common Core professional development has been offered to the ESL teacher outside of school through the DOE. She attended a 4 part common core math workshop last year, and attended other Common Core sessions at NYU, and Fordham that focused more on literacy.
    - In our school, we have a Common Core committee that ensures that unit plans and interim assessments are correctly aligned. They also held professional development during Regents week of the 12-13 school year.
  - 3 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.
    - We currently have 2 guidance counselors (one is bilingual), who ensure that students are on track to acquire the necessary credits. They also work on goal setting, and are available for counseling for various transitional issues.
    - Our national honor society has started its peer tutoring program to help students struggling with the increased demand of high school coursework.
    - Our advisory program, in which each teacher meets with approximately 15 students twice a month also serves as a forum for students to discuss academic and personal issues that are prevalent in their first year of high school.
  - 4 The 7.5 hours of ELL training will be conducted by the ESL teacher. See question 1 for further detail.
    - 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.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.
  - The ESL teacher sent home translated letters in the parents' native language at the beginning of the year to inform them of their child's ESL program, year goals, and to introduce herself.
  - Currently, there is little involvement from our ELL parents. We are in the process of hiring a parent coordinator who will help to generate more parent participation in school functions. One of the qualifications we are looking for in our candidate is that he/she is bilingual so that the school is more inclusive of our non-English speaking parents.
  - Our school has implemented the use of Skedula which allows, teachers, parents, and students to keep track of student grades, and to find out about homework assignments, and upcoming events. There is a translation function in the program so that the information is accessible in a few designated languages for non-English speaking parents.
  - Parents are encouraged to attend Parent Association meetings. This year we have been moving toward a PTA.
  - There are a few Spanish speaking staff members who have been able to translate during both informal and formal parent meetings for Spanish-speaking parents.
  - Our school also uses the DOE translation and interpretation unit for IEP meetings, parent-teacher conferences, and phone calls home regarding student behavior and progress.
  - We are working towards providing more translations of documents that are sent home so that all parents have access to important information. We will use the DOE translation and interpretation unit to do this.
  - 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 for the upcoming school year. We can assess the level of interest through a survey.
  - The ESL teacher is attending a screening of the documentary "I learn America" to try to raise awareness of the various issues that ELLs face, and to try to get the film to be shown in the schools. She would also like to become involved in the Dream Act.
  - 2 We are working towards partnerships with Community Based Organizations. The Ridgewood YMCA, the Central Queens Y, Maspeth Town Hall, and Elmcors are some of the organizations that we have been investigating.
  - 3 We use the Learning Environment Survey to evaluate the needs of parents. From that data we can create improvement plans.
  - The Parent Association is also a forum for parents' voices. We will be hiring a Parent Coordinator 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.
  - As previously stated we utilize skedula to allow parents access to their child's progress throughout the year.
  - Progress reports are also sent home 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.

## E. 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.

## 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		1/2/14
NA	Assistant Principal		
NA	Parent Coordinator		
Samantha Hoffman	ESL Teacher		1/2/14
Marisol Rodriguez	Parent		
Jeremy Konar/SPED Science	Teacher/Subject Area		1/2/14
NA	Teacher/Subject Area		
NA	Coach		
NA	Coach		
Jesse Pachter	Guidance Counselor		1/2/14
	Network Leader		
Mario Matos	Other <u>Operations Manager</u>		1/2/14
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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 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. We also use the Learning Environment Survey to assess Parent needs regarding school communication. The ESL teacher will be attending trainings to ensure language access for parents. After the trainings, she will form a committee so that parents language needs and survey comments can be monitored.

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.

We realize that we have to work further toward achieving complete accessibility of all school information for non-English speaking parents. All departments need to have documents translated including progress reports, special events announcements, notices, and letters. Teachers need to utilize the DOE interpretation unit to make phone calls home. We will be using the NYCDOE translation unit to provide parents with essential documents. Translations of informal parent contact letters have been provided by the school staff. so that those parents can also be involved in their child's education. Availability of translation is publicly displayed on school premises.

## 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. Documents will have to be created in advance to allow enough time for the translation process. Informal parent contact letters have been provided by pedagogical 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.

We have canvassed several pedagogical staff members who are proficient in Spanish to serve as translators for Spanish speaking parents during IEP meetings and informal student progress meetings. We have also used the DOE Translation Unit's interpretation over the phone services when these staff members have not been available or for other languages that school staff members do not speak.

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 and front desk entrance 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 have been utilized. The DOE Translation Unit will also provide critical documents to parents whose primary language is not English.