

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

24 Q 585

School Name:

MASPETH HIGH SCHOOL

Principal:

KHURSHID ABDUL-MUTAKABBIR

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 24Q585
School Type: _____ Grades Served: 9-12
School Address: 54-40 74th Street, Queens, NY 11373
Phone Number: (718) 803 7100 Fax: (718) 803 7105
School Contact Person: Stefan Singh Email Address: Ssingh27@schools.nyc.gov
Principal: Khurshid Abdul-Mutakabbir
UFT Chapter Leader: Brandon Defilippis
Parents' Association President: Maria Luppino
SLT Chairperson: Khurshid Abdul-Mutakabbir
Student Representative(s): Brandon Camacho, Rocco Sanabria, Bridget Escobar, Natalia Jurek

District Information

District: 24 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Queens, NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: (718)218-7696 Fax: (718)281-7519

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 521 (CUNY PSO) Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------------|---|-------------------------|
| Khurshid Abdul Mutakabbir | *Principal or Designee | |
| Brandon DeFilippis | *UFT Chapter Leader or Designee | |
| Maria Luppino | *PA/PTA President or Designated Co-President | |
| N/A | DC 37 Representative, if applicable | |
| Brandon Camacho | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| James DiMeglio | Member/ Teacher | |
| Stephanie Mager | Member/ Teacher | |
| Denise Smith | Member/ Parent | |
| Frank Derop | Member/ Parent | |
| Michelle Jimenez | Member/ Parent | |
| Rocco Sanabria | Member/ Student | |
| Natalia Jurek | Member/ Student | |
| Bridgette Escobar | Member/ Student | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|---|--|
| <ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. | |
| <ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. | |
| <ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. | |
| <ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. | |
| <ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. | |
| <ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and | |

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Maspeth High School is known as “The Classical School of New York”, and our curriculum follows a classical model. Our mission reads, “We implement a classical liberal arts and sciences, college preparatory curriculum that will train our students to become critical thinkers and life-long learners with strong character.” Our vision is to have our students become leaders in all fields of personal endeavors through academia and to be physically, emotionally, and intellectually healthy with determination and compassion.

Classical education is a language intensive and knowledge-centered approach to education existing for over 2,500 years producing great minds like Socrates, Copernicus, Galileo, Shakespeare, Goethe, Newton and Einstein. A classical education is more than simply a pattern of learning. It trains the mind to collect and analyze data and to draw conclusions based on that information; it demands self-discipline and instills virtue; it produces intelligent, literate, curious young adults who can read, write, calculate, think, understand, solve problems, and follow through on a wide range of interests.

Our students are assessed through Socratic seminar, debates, and declamations. 95% of Maspeth students are on track to take four years of Arts classes (visual, theater, music, or dance) as well as four years of Latin. This is in addition to the four years of ELA, Math, Science and History that all students will complete.

One of the special initiatives that our school is implementing is our partnership with our sister school in China. We are in the beginning phases of an exchange program. This year two Maspeth teachers will go to China for several weeks to teach, and two teachers from China will come to Maspeth. Next year our goal is to do a student exchange, and we aspire to expand this partnership for years to come.

A major strength, and contributing factors to Maspeth High Schools growing success is our dedicated teachers. All teachers at Maspeth High School willingly advise or coach a club or sports team. Furthermore our school is staffed by many teacher leaders who want nothing more than to see Maspeth High School excel. Teachers are always willing to undertake leadership roles and establish committees to improve the high school experience for our students.

A major struggle for our school is our admission policy. Maspeth High School is a limited unscreened school and this creates a challenge for us to meet the growing demand of the families of District 24. Our school is the largest limited unscreened school in Queens, we have over 3000 applicants for 250 seats, the majority of those applicants meet the requirement to be in the first pool of applicants (lives in district 24, attend an information session, and choose us high on the high school application). This essentially makes admission to our school a lottery. The process for admission is not very explainable to the families our school was built to service; it needs to be more transparent.

The area we made the most growth in from last year is our growing use of data. We are learning better ways to use data to drive instruction and from last year to now, we have made great strides. Teachers are constantly gathering data and using that as a means to plan lessons and units. The use of data is a key area of focus for us and along with our networks support we aim to focus our efforts on getting stronger more meaningful data.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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| <ol style="list-style-type: none"> 1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |
| <ul style="list-style-type: none"> • Our findings of the comprehensive assessment in regards to rigorous instruction were that our School Quality Review for the 2013-14 school year displayed that coherence of instructional practices using scaffolding and multiple access points were not visible throughout the school. • For example data collected from last June’s NYS Integrated Algebra regents reflects that the school had a 67% pass rate. Using this data we need to modify our current curriculum mapping to create a higher rate of success for students. • Strengths of our school include teacher teams examining data, collaborating and sharing each other’s work to improve instruction during our mandatory department meetings. Reviewing past data and instructional curricula, teachers will collaborate with members of their department to produce a coherent curriculum across grades and between departments that is differentiated for various types of learners. |

Part 2 – Annual Goal

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| <p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>Throughout the school year, teacher teams (in Department Meetings) will work together to modify the current curriculum to improve student achievement on assessments. Data collected from the June 2014 regents, in conjunction with Interim Assessment data will be used to guide modifications to instruction. This goal will be measured quarterly by student growth on Interim Assessments. Complete vertical mapping of our 9-12th grade curriculum will be fully aligned to CCSS, and will have multiple entry points for students.</p> |

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |
| <p>We have allocated money to pay select teachers to vertically map our curriculum. Now that our four year curriculum will be finalized we will spend time analyzing it and further aligning it to CCSS. We will also try to inject as much SAT prep into the curriculum as possible.</p> | <p>All Maspeth High School Students</p> | <p>January 2015-June 2015</p> | <p>Administration will make a posing and teachers can apply for this per session activity.</p> |

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| Special Education and ESL staff will work with general education departments to modify and implement interim assessments that are suitable to the needs of special education and ELL students using relevant data from previous regents and interim assessment exams. | Special Education students and English Language Learners | September 2014- June 2015 | Special Education and ESL Teachers |
| Parents serving in the SLT will be privy the work that department teams are doing in their department meetings to increase student achievement and will have the opportunity in SLT to share ideas, feedback and present the parent perspective. They will then in turn be able to share this information in the PTA meetings and get even more parental engagement. | All Maspeth High School Students | September 2014- June 2015 | Parents and members of the SLT |
| With the aim of developing and building upon trust a school based support team, which currently only includes guidance counselors and deans, will be fully implemented by the end of the school year that includes the addition of the following staff members: <ul style="list-style-type: none"> • Social Worker • Speech Therapist • Mental Health Therapist • College Advisor | The entire Maspeth High School community (staff, students, parents) | September 2014- June 2015 | The school's hiring committee in conjunction with administration will conduct interviews to hire listed personnel. |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Teachers and other school staff are needed. Because this is a per-session opportunity it will be scheduled after school. |

Part 5 – Budget and Resource Alignment

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|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| x | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 2. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| Half of the school's curriculum will be vertically mapped by the mid-point. A good timeframe for the mid-point would be about April 2015 | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

It is essential to our school culture that our students feel safe, supported, and challenged by their teachers and peers. In order to continue to build upon our already strong school culture the Dean’s office in conjunction with student government has begun to establish a Student Appeals Court. Through the student appeals court students in violation of low level discipline infractions may appeal to a jury of their peers in this completely student operated court. Our vision is to reduce the number of suspensions and detentions while increasing student awareness and accountability for their behavior.

Through the use of polling we have determined that this court process will help students to learn from their mistakes rather than just being punished for them. It will allow them the opportunity to debate and advocate for themselves. This method of restorative justice has been widely proven to help students feel safe and supported by their school and their peers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the school year Maspeth High School will reduce the number of behavioral occurrences by 30% from last year by operating a fully student run appeals court aimed at increasing students feeling of safety and support.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust | | | |
| A court room will be constructed in place of a portion of an office. Teachers will be assigned a C6 to monitor the court room to ensure the safety of students. They will not have any say in the decision making of the court | Teachers | September 2014 to Feb 2015 | Operations and Custodial Staff and Programming Office |
| Members of student government will be elected to the student body to serve as Judges in the court. The role of the judge is to ensure the proper management of the courtroom during each hearing. Elected judges will work with the Dean’s office to learn the policies of | Student Government | October 2014 - February 2015 | Student Government Faculty Advisor And Dean’s Office |

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|---|----------|---------------|--------------------------------------|
| the discipline code and chancellor’s regulations as it pertains to discipline as well as the correct protocol for an appeals hearing | | | |
| In an effort to build trust and a collaborative culture amongst our school stakeholders we will take a restorative justice approach to student discipline. Insubordination suspensions will be heard by the Student Appeal’s Court in an effort to find restorative solutions to mend the situation. By approaching student discipline from this restorative approach, student detentions and suspensions will be reduced, particularly B21s (insubordination suspensions). | Students | February 2015 | Dean’s Office And Court officials |
| | | | |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Student government advisor, student government and the dean’s office will work together to establish this court. |

Part 5 – Budget and Resource Alignment

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|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 10. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| <u>Last year the school had 105 occurrences in OORS, 74 of which were behavioral. We aim to reduce that number by 30% by the end of the school year. Progress will be monitored throughout the year and by February 2015 we aim to have no more than 26 behavioral occurrences.</u> | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 11. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 12. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

- Our teachers are all highly qualified and possess strong content knowledge in their respective disciplines.
- Teachers collaborate once per week in grade level meetings
- Teachers collaborate once per week in department meetings
- Teachers collaborate on teacher lead committees (such as rigor committee, senior planning committee, and advisory committee).

Needs:

- Data gathered from the 2013-14 School environment survey 36% of the teacher expressed great dissatisfaction with the professional development experiences provided to them.
- This data suggests that we need to establish better ways to develop teachers in their craft.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the school year all teachers, within their department, will show growth in their development as pedagogical staff as measured by tracked progress observed by their colleagues on the Kim Marshall rubrics.

- Throughout the school year, every teacher will be paired with another teacher within their department to coordinate regular observations that will be evaluated on the Kim Marshall rubrics. Progress and development of each teacher will be measured by their growth on their rubric scores. Prior to each visit, the teachers will discuss the lesson, expectations, and outcomes. After each visit, the observing teacher will evaluate their colleague on the Kim Marshall rubric. During department meetings, findings and strategies for improvement will be discussed.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change | | | |
| 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 17. Strategies to increase parent involvement and engagement | | | |
| 18. Activities that address the Capacity Framework element of Trust | | | |

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|---|----------|-----------------------|--------------------------|
| Teachers will be paired during department meetings and coordinate a set of visit dates. | Teachers | December 2014 | Department leaders |
| Intervisitations will be done as well as pre and post observations. Rubric scores should be tracked within department meetings. In an effort to build trust amongst teachers, whole department reflections should be done in department meetings. | Teachers | January 2015-May 2015 | Teachers |
| Teachers will write a self-reflection on the entire process to be shared with administration. | Teachers | June 2015 | Administrations Teachers |
| | | | |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Teachers and administration |

Part 5 – Budget and Resource Alignment

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|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 20. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| <u>December to January – Completed visiting schedules</u> | | | | |
| <u>February to May –Observations will be done and scored on the Kim Marshall rubric. Progress will be tracked in department meetings.</u> | | | | |
| <u>June– Written self-reflection</u> | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 21. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 22. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

- Our school’s administrators have created an environment where teachers are expected to be leaders and in turn help their students become leaders in their respective fields. This is or schools mission.
- Teachers lead grade levels to help improve student success
- Teachers lead department teams to help improve student success

Needs:

- Data collected from the 2013-2014 SQR, the feedback provided by teacher to students is not data driven, very general, and does not provide specific next steps for learning, limiting teachers’ abilities to make strategic and purposeful modifications to lessons to meet the immediate learning needs of all students.
- This data leads us to believe that staff needs to receive training on data usage to drive student achievement. From that training staff can use data with their grade teams, and department teams to drive student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By January of 2015, Maspeth High School teachers will show a 50% improvement on their understanding of data usage to drive student instruction. A baseline assessment will be done via a survey to gauge teachers understanding of data usage and their growth in understanding will be measured by a post survey given after participating in a network led data PD.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change | | | |
| 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 27. Strategies to increase parent involvement and engagement | | | |
| 28. Activities that address the Capacity Framework element | | | |

| | | | |
|--|-----------------------------|------------------------------|------------------------------------|
| of Trust | | | |
| <ul style="list-style-type: none"> Baseline assessment done prior to PD. Network led professional development on the use of data to drive instruction Post survey to measure progress | Teachers | November 2014- December 2014 | Administration and Network Leaders |
| Department leaders and Grade Leaders will build time into their meetings to use skills learned in the network led PD to develop data driven strategies to drive student achievement | Teachers | January 2015-June 2015 | Department Leaders & Grade Leaders |
| Trust will be established by the staff and administrations shared goal of improving student outcomes, preparing students for success in school and beyond. | Teachers and Administration | September 2014- June 2015 | Teachers and Administration |
| Progress of the teacher's receiving the PD will be reported to the parents via the SLT and will be relayed to all parents via the PTA | Parents | September 2014- January 2014 | SLT members PTA president |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding to pay for PDs.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|--|---------------|--|-----------|--|-----------|--|--------|
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored continuously as teachers complete the PD provided by the network.

Part 6b. Complete in **February 2015.**

| | | | | | |
|-----|--|--|-----|--|----|
| 31. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|-----|--|--|-----|--|----|

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Needs:

- Based on PTA participation rates, less than 20% of parents in the school participate in school events.

Strengths:

- Though analysis we have learned that we are most successful at engaging parents by hosting plays and productions.
- The school is establishing a senior committee that aims to gather parent support and engagement on senior related activities

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the school year the PTA aims to engage 50 different families by assisting with 5 arts events and 3 senior trip activities that target parents to participate and assist in school related functions.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust | | | |
| School budget will be used to pay for permits to allow our PTA to use the building to host events for our extended community. | Parents | Sept 2014 to June 2015 | Administration PTA |
| PTA will work collaboratively with the Arts department to host the culminating projects for our Visual Arts, String Orchestra, Ballet, Chorus and Theater students. | Parents Arts teachers Students | April 2015- June 2015 | PTA Arts teachers |

| | | | |
|---|--------------------------|----------|----------------------|
| PTA will work collaboratively with the senior planning committee (which consists of students and teachers) to assist in the chaperoning and planning of a senior trip to Citi Field and a senior trip to Six Flags. | Parents Senior Committee | May 2015 | PTA Senior Committee |
| | | | |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Reallocation of funds to pay for permits. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 40. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| <u>Using the September PTA meeting as a benchmark we aim to consistently improve upon the number of parents we get to participate in school events.</u> | | | | |
| Part 6b. Complete in February 2015 . | | | | |
| 41. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 42. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|--|---|--|
| English Language Arts (ELA) | 1) Students aiming to take the regents exam. 2) Students with grades ranging from C to F 3) Students missing content or classroom time due to attendance | 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) During School |
| Mathematics | 1) Students aiming to take the regents exam. 2) Students with grades ranging from C to F 3) Students missing content or classroom time due to attendance | 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) During School |
| Science | 1) Students aiming to take the regents exam. 2) Students with grades ranging from C to F 3) Students missing content or classroom time due to attendance | 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) During School |
| Social Studies | 1) Students aiming to take the regents exam. 2) Students with grades ranging from C to F 3) Students missing content or classroom time due to attendance | 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) During School |

| | |
|---|--|
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Services are provided by the student's guidance counselor, or social worker 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. |
|---|--|

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

| | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|--|--------------------------|--|----------------------------------|--|-------------|
|--|--------------------------|--|----------------------------------|--|-------------|

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | | | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | | | |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Maspeth High 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Maspeth High 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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.

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: 5 Network: 521

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

Part A: Needs Assessment Findings

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

We utilize an ATS report, RHLA, which gives us the variety of languages spoken in the homes of our students. This report is available to all teachers on our school's shared google drive to ensure that teachers are communicating with parents in a language that they understand and know to use the DOE interpretation unit. We also maintain our own parent contact cards which are 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 serves as the language access coordinator to ensure that parents are provided information in their native languages.

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. This year more teachers have been making use of the DOE interpretation unit to make phone calls home, and to communicate with parents during parent-teacher conferences as well as IEP meetings. 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

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. We have also utilized the company the big word for face to face interpretation for Regents testing with an English Language Learner because the student's language was not available in a translated form of the exam.

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.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|--|-----------------------|--------------------------|
| District 24 | Borough Queens | School Number 585 |
| School Name Maspeth High School | | |

B. Language Allocation Policy Team Composition [i](#) 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 Khurshid Abdul Mutakkabir | Assistant Principal |
| Coach | Coach |
| ESL Teacher Samantha Hoffman | Guidance Counselor Jesse Pachter |
| Teacher/Subject Area | Parent Marisol Rodriguez |
| Teacher/Subject Area | Parent Coordinator |
| Related Service Provider Jeremy Konar/SPED | Other Mario Matos |
| 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. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 6 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 752 | Total number of ELLs | 25 | ELLs as share of total student population (%) | 3.32% |
|--|------------|----------------------|-----------|---|--------------|

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 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | | | | | | | | | | 14 | 5 | 6 | | 25 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 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. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 10 | 0 | 0 | 6 | 0 | 4 | 9 | 0 | 8 | 25 |

| ELLs by Subgroups | | | | | | | | | | |
|--|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|----|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| 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 |
| TOTAL | 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 | |
| | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 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 | |
| TOTAL | 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 |
| TOTAL | 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 |
| Intermediate(I) | | | | | | | | | | 5 | 1 | 3 | | 9 |
| Advanced (A) | | | | | | | | | | 6 | 3 | 3 | | 12 |
| Total | 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/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | 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 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 accommodation 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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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 year's 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:

- 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 homogenously 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 homogenously 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.

Paste response to question here:

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

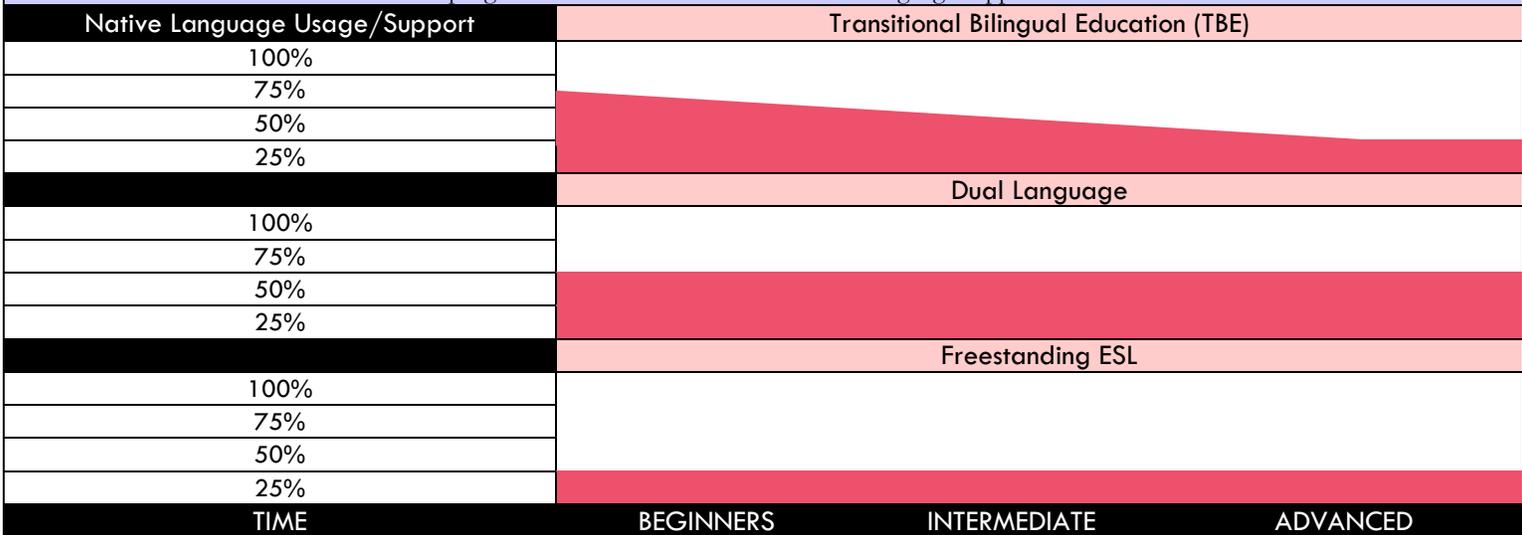
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 gen ed 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 _____ | | |