

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q585

School Name:

MASPETH HIGH SCHOOL

Principal:

KHURSHID ABDUL MUTAKABBI

Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: High School School Number (DBN): 24Q585
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: Vincent Healy Email Address: vhealy@schools.nyc.gov
Principal: Khurshid Abdul-Mutakabbir
UFT Chapter Leader: Keith Powell
Parents' Association President: Marisol Agron
SLT Chairperson: Khurshid Abdul-Mutakabbir
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Not Applicable
Student Representative(s): Rocco Sanabria, Leonela Tutasig, Natalia Jurek

District Information

District: 24 Superintendent: Frederick Walsh
Superintendent's Office Address: 333 7th Avenue, Room 715, New York NY 10001
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: (212)356-3754 Fax: (212)356-7514

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: 131 Livingston Street, Brooklyn NY 11201
Director's Office Address: aanorma@schools.nyc.gov
Director's Email Address: _____

Phone Number: (718)935-5618 _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Khurshid Abdul Mutakabbir	*Principal or Designee	
Keith Powell	*UFT Chapter Leader or Designee	
Marisol Agron	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Rocco Sanabria	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Gabrielle Baker	Member/ Teacher	
Brandon Weinberg	Member/ Teacher	
Natalia Jurek	Member/ Student	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denise Smith	Member/ Parent	
Theresa Geraci	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Maspeth High School is known as "The Classical School of New York"; 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 and producing great minds like Socrates, Copernicus, Galileo, Shakespeare, Goethe, Newton and Einstein. Classical Education 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 seminars, debates, and declamations. The majority of Maspeth students are on track to take four years of Arts classes (Visual Art, Theater, Music, or Dance) as well as four years of LOTE. This is in addition to the four years of ELA, Math, Science and History that all students will complete. At the conclusion of the 2014-2015 school year 98% of Maspeth High School Students graduated, and 35% graduated with an Advanced Regents diploma.

Maspeth High School currently has an English Language Learner population of 1.99% and a population of Students With Disabilities of approximately 10%. In addition to a full-time ELL Coordinator, an IEP Coordinator, a Transition Team Leader, a full-time Speech-Language Therapist and a full-time School Psychologist, Maspeth High School offers its students a variety of supports, including a full-time School Social Worker and a Counselor from a community based organization.

One of the many initiatives that our school is implementing to enhance cultural awareness is our partnership with Hangzhou Foreign Language School. During the spring semester of the 2014-2015 school year, Ms. Hoffman (ELL Coordinator) and Mr. Powell (History Teacher) traveled to China for several weeks to engage in our school's first teacher exchange. During their stay at HFSL, our teachers observed classes within the English and Arts departments, taught English lessons, participated in various student activities, and shared pedagogical practices. Both teachers had a wonderful experience, and appreciated the opportunity to be immersed in the Chinese culture and educational system. In late May, we were pleased to host Mr. Huang and Ms. Xu at Maspeth who, in turn, taught classes within our English and History departments. Through their unique and distinct perspective, our students proved eager to learn more about the Chinese language and customs. The shared visits to each other's schools, and the partnership that we have formed, was also an inspiration to create a Mandarin program, which will lead us into establishing a student exchange to China. Ms. Hoffman has been working with the director of Hangzhou's foreign affairs department to coordinate the teacher exchange for this spring, which will include Ms. Bitis (Phys Ed Teacher), and Ms. Quimi (Special Education Teacher).

A perennial strength and major contributing factor to Maspeth High School's growing success is our dedicated teachers. All teachers at Maspeth High School willingly offer their students office hours throughout the week. Many teachers also advise one of the high school's numerous clubs or coach one or more PSAL sports. Furthermore, our school is staffed by many teacher-leaders who assume multiple responsibilities outside the classroom as deans, grade level leaders, department heads, and other roles. Teachers are always willing to assume additional roles if it will lead to an improved high school experience for our students.

An area in which we continue to demonstrate growth is our expanding use of data. Teachers are using data for multiple purposes, such as responding to student needs by formulating action plans based on the results of interim assessments, and using formative assessments to create more productive seating arrangements. Teacher use of data has developed from an area of need to strength over the course of a few years, and has become common practice at Maspeth High School.

As Maspeth High School continues to grow, we are learning to better understand our students, our staff, the community, and the many challenges that come with our success. Among some of the areas in which the school has identified for growth are: feedback for students and parents, parent involvement at school functions and increased administrative presence in planning instruction and quality review. The administration, the staff and all stakeholders have a responsibility to address this needs as quickly and thoroughly as possible. We firmly believe that our continued improvement will lead us toward our goal of a 100% graduation rate with at least 50% of our students receiving an Advanced Regents diploma.

24Q585 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	974	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	43
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	10	# Drama	10
# Foreign Language	34	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.1%	% Attendance Rate			93.1%
% Free Lunch	57.1%	% Reduced Lunch			13.1%
% Limited English Proficient	3.2%	% Students with Disabilities			10.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			2.8%
% Hispanic or Latino	45.8%	% Asian or Native Hawaiian/Pacific Islander			16.5%
% White	34.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)			2.53
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	95.0%	Mathematics Performance at levels 3 & 4			88.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	99.3%	% of 2nd year students who earned 10+ credits			97.9%
% of 3rd year students who earned 10+ credits	96.2%	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- Teachers have high expectations for students and communicate those expectations clearly as evidenced by student response to the most recent NYC School Survey (2014-15) in which 49% of students chose “Strongly Agree” and 40% of students chose “Agree” in response to the statement “It’s clear what I need to do to get a good grade.”
- According to the most recent School Quality Review, “The school sets very high expectations for students and conveys these clearly to all parties. Parents and students are regularly informed of student achievement and progress and goals are set with students for their next learning steps.”
- Teacher teams are developing vertical alignment with Common Core Standards throughout the curriculum.
- Teacher teams are developing curriculum guides to ensure rigor and decrease content overlap.
- Teachers meet in department teams to ensure that interim assessments are aligned to Common Core Learning Standards and demonstrate an adequate level of rigor.

Needs:

- The most recent School Quality Review (2013-14) indicated: “Although feedback is actionable, it does not always provide detailed reasons why the students were successful or offer helpful next steps for improvement in their learning. Some of the feedback provided to students is very general and does not provide specific next steps for learning.”
- On the most recent NYC School Survey(2014-15), 13% of students chose “Disagree” and 7% chose “Strongly Disagree” (20% total disagreement) in response to the statement “I learn a lot from feedback on my work.”
- Both data points seem to indicate that although feedback is useful to the majority of students, there is still a large population that is not benefitting from teacher feedback.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

At the beginning of the school year, teachers be surveyed and based on the results of that survey will engage in professional development to improve feedback. Teachers will also meet in grade-level and department teams to review feedback for students while also aligning rubrics between departments. By the end of the school year, teachers will increase the amount of specific, actionable feedback as measured by improvement over time on student work products such as class grades, Regents exam scores and AP scores.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct a school survey in which teachers are asked to give three examples of feedback that occur within their classrooms regularly, compile this data and present it to the staff. Solicit exemplary examples of feedback and develop a series of professional development presentations to provide teachers with additional examples and workshop experiences. Teachers will continue to develop their abilities to give effective feedback through grade-level and department meetings.</p>	<p>Maspeth High School Staff</p>	<p>October 2015 – June 2016</p>	<p>Administration will designate a teacher to construct the survey and a team to provide the training.</p>
<p>Special Education and ELL staff will work with general education departments to develop rubrics that are clearly worded and generalized across the curriculum.</p>	<p>Special Education students and English Language Learners</p>	<p>October 2015- June 2016</p>	<p>ELL Coordinator, IEP Coordinator, Department Heads</p>
<p>In order to develop trust and transparency with parents and students, teachers will post rubrics in advance of assignment due dates, and whenever applicable provide these materials in the home language of the student so that expectations are clearly communicated despite language barriers.</p>	<p>The entire Maspeth High School community (staff, students, parents)</p>	<p>September 2015- June 2016</p>	<p>Maspeth staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session for teachers.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>		<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
--	-----	--	--------------------------------	--	---------	--	------------	--	---------	--	-------

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

School survey will be completed by November 2015.

Professional development presentations will be completed by April 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- Based on the most recent NYC School Survey (2014-15), 86% of teachers polled either selected “Strongly Agree” (56%) or “Agree” (30%) that “Adults in this school inspire students to work towards a college degree.”
- Based on the most recent NYC School Survey (2014-15), 82% of parents polled selected “All” (31%), “Nearly All” (28%) or “Most” (23%) in response to the question “How many of the students in your child’s classes try hard to get good grades?”
- Based on the most recent NYC School Survey (2014-15), 93% of students chose either “Strongly Agree”(56%) or “Agree” (37%) in response to the prompt “I feel safe in my classes at this school.”
- Based on the most recent NYC School Survey (2014-15), 89% of students chose either “Strongly Agree”(48%) or “Agree” (41%) in response to the prompt “I feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school.”
- The school currently has two guidance counselors, a social worker, a psychologist and a counselor.

Needs:

- Based on the most recent NYC School Survey (2014-15) 24% of students chose “Disagree” and 7% of students chose “Strongly Disagree” (31% total disagreement) with the statement “Students at this school are very interested in getting to know other students.”
- This data point suggests that nearly a third of Maspeth High School students feel as though their peers are disinterested in building positive relationships.
- Based on the most recent NYC School Survey (2014-15) 11% of students chose “Disagree” and 6% of students chose “Strongly Disagree” (17% total disagreement) with the statement “Students at this school get to know each other well in classes.”
- This data point suggests that significant percentage of Maspeth High School students believe that positive relationships are not being fostered within the classroom.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the school year, Maspeth High School will increase student participation in extracurricular activities and after school events as measured by PSAL sport roster numbers, club attendance numbers and attendance at after school functions, such as dances.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Increase the presence of clubs and sports at Maspeth High School through advertisements in hallways, an increased online presence, morning announcements, MHS club fair, and other recruiting efforts. Coaches and advisers will raise awareness for their clubs and sports by maintaining a visual presence within the school and the community.</p>	<p>Students</p>	<p>September 2015 to June 2016</p>	<p>Club advisers, coaches</p>
<p>Designate a Coordinator of Student Activities to increase awareness for and frequency of after school activities, such as plays, talent shows, dances and musical performances.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Coordinator of Student Activities</p>
<p>The guidance office will actively raise awareness about bullying and fostering positive peer relationships through in-class presentations and an increased visual presence of anti-bullying messages throughout the school (Safe Space, Respect for All, Brave)</p>	<p>Students</p>	<p>October 2015 to November 2015</p>	<p>Guidance office, School social worker</p>
<p>Coordinator of student activities, club advisers, and coaches will maintain a regular presence at PTA meetings to promote activities within the school and to build relationships within the community through planning shared activities and events.</p>	<p>Students, Parents</p>	<p>October 2015 – June 2016</p>	<p>Coordinator of Student Activities, Club advisers, Coaches, PTA</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teachers who coach or advisor a club will earn per session for the activity. The guidance office will push into ELA classes during the months of October and November to deliver presentations on building strong peer relationships and raising awareness about bullying. The school will purchase anti-bullying materials and distribute them throughout the school. The school will work with the PTA to raise money for school activities and events.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
--	-----	--	--------------------------------	--	---------	--	------------	--	---------	--	-------

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will closely monitor the number of reported incidents of bullying by February 2016, and will reduce that number over the second half of the year.

The school will monitor the attendance numbers for PSAL sports, clubs, and school events by February 2016, and will increase that number over the second half of the year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- Based on the most recent NYC School Survey (2014-15), 56% of teachers stated that they “Strongly Agree”, 33% stated that they “Agree”, and 11% “Somewhat Agree” (96% total agreement) with the statement “At this school teachers .”
- Teachers are all highly qualified and possess strong content knowledge in their respective disciplines, as well as overall teacher pedagogy.
- Based on the most recent NYC School Survey (2014-15), 53% of teachers stated that they “Strongly Agree”, 38% stated that they “Agree”, and 4% “Somewhat Agree” (95% total agreement) with the statement “At this school teacher design instructional programs together.”
- Teachers collaborate at least once per week as grade level teams to assess student progress, develop pedagogy and share professional development opportunities.
- Teachers collaborate at least once per week as departments, evaluating lesson plans, engaging in peer review and sharing strategies for UDL, formative assessment and other areas of teacher pedagogy.
- Teachers collaborate on multiple committees, such as Cabinet, School Leadership Team, School Implementation Team, Pupil Personnel Team, Advisory Committee, Transition Team, and others.
- Teachers are offered multiple opportunities for leadership, including grade level leaders, department heads, deans, and other shared leadership roles.
- ICT teams have common planning time, and share in all classroom roles and responsibilities.

Needs:

- Based on the most recent NYC School Survey (2014-15), 9% of teachers polled stated that they “Strongly Disagree”, 7% Disagree, and 4% “Somewhat Disagree” (20% total disagreement) with the statement “At this school the principal, teachers, and staff collaborate to make this school run effectively.”
- This data point might indicate that a percentage of Maspeth High School teachers would like to see increased opportunities for collaboration among administration, teachers and staff.
- Based on the most recent NYC School Survey (2014-15), 27% of teachers polled stated that they “Strongly Disagree”, 18% Disagree, and 7% “Somewhat Disagree” (52% total disagreement) with the statement “Overall, my professional development experiences this year have included opportunities to work collaboratively with teachers from other schools.”

This data point suggests that Maspeth High School teachers would like to see increase opportunities for collaboration with teachers from other schools.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By the end of the school year, Maspeth High School teachers will have meaningfully increased their collaboration within the school, with administration, and with other schools in our Affinity Group resulting in meaningful changes to lesson plans and increased quality of student work products. In February of 2016, Maspeth High School's administration will conduct a survey to measure whether increased administrative presence and opportunities for external professional development opportunities have yielded increased quality in student work products.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Develop a New Teacher Orientation schedule which provides new hires with professional development that targets Maspeth's core values, vision and mission and develops trust and rapport among the new hires and with existing staff and administration.	Teachers	August 2015-September 2015	Administration, Teachers
Administrators will increase their presence in department meetings and grade level meetings and engage in lesson plan review protocols, video observation reviews, and other professional development opportunities.	Teachers	September 2015-June 2016	Administration
Teachers will be provided with increased opportunities for professional development outside of Maspeth High School and will be encouraged to share what they've learned with the staff through grade level and department meetings.	Teachers	September 2015-June 2016	Administration, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers will be given increased opportunities for professional development, which will likely result in increased coverage for classes and fees for professional development seminars.

Administrators will spend increased time in department meetings and grade level meetings.

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Administrators will increase their presence in department and grade level meetings as measured by attendance in meeting minutes. A survey will be conducted in February 2016 and administrators will increase their presence if necessary.

Teachers will be given additional opportunities for professional development, as measured by increased awareness of professional development seminars in grade level and department meeting agendas. If by February 2016, more teachers have not participated in professional development opportunities outside of the school, administration will increase awareness.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- Based on the most recent NYC School Survey, 44% of teachers stated that they “Strongly Agree”, 24% of teachers stated that they “Agree” and 16% of teachers “Somewhat Agree” (84% total agreement) with the statement “The principal at this school communicates a clear vision for this school.”
- Based on the most recent NYC School Survey, 40% of teachers stated that they “Strongly Agree”, 31% of teachers stated that they “Agree” and 13% of teachers “Somewhat Agree” (84% total agreement) with the statement “At this school curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.”
- Based on the most recent NYC School Survey, 47% of teachers stated that they “Strongly Agree”, 29% of teachers stated that they “Agree” and 9% of teachers “Somewhat Agree” with the statement “At this school there is consistency in curriculum, instruction and learning materials among teachers in the same grade level at this school.”
- Maspeth High School offer multiple opportunities for distributed leadership among the staff, including grade level leaders, department heads, IEP coordinator, ELL coordinator, coordinator of student activities, deans, and transition team leader, among others.
- Teachers have opportunities to join numerous committees, including hiring committee, school leadership team, school implementation team, and pupil personnel team, among others.
- Based on the most recent NYC School Survey, an increased percentage (about 90% overall) of teachers stated that “I usually look forward to working every day at my school” and “I would recommend my school to parents seeking a place for their child.”

Needs:

- Based on the most recent NYC School Survey (2014-15), 20% of teachers stated that they “Strongly Disagree”, 16% “Disagree”, and 4% “somewhat Disagree” with the statement “The principal at this school participates in instructional planning with teams of teachers.”

This data point suggests that regardless of the distributive leadership model, a percentage of Maspeth High School teachers believe that the Principal's role in instructional planning is not apparent.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the school year, the principal will increase his role in instructional planning by working with a designated team to develop curriculum guides, and by working closely with the school's academic departments to create vertical planning documents that ensure common core alignment and decrease content overlap.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The principal will designate a team to develop curriculum guides and work closely with that team to ensure Common Core alignment and decrease overlap of content.	Teachers	September 2015-June 2016	Principal, Curriculum Guide Team
The principal will work closely with department heads to develop curriculum maps that help inform other planning documents, such as curriculum guides and vertical planning documents.	Teachers	September 2015-June 2016	Principal, Department Heads
The principal will develop a series of Professional Development presentations with teacher leaders which will be share with the staff to build trust and communicate a clear vision for the school.	Administration, Teachers, Staff	September 2015-June 2016	Teachers and Administration
Teacher leaders will share school vision and progress of instructional planning with parents at PTA meetings.	Parents	January 2016-June 2016	Teachers and PTA president

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teachers. Principal will meet with Curriculum Guide Team at regular intervals. Principal will meet with Department Heads monthly.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
--	-----	--	--------------------------------	--	---------	--	------------	--	---------	--	-------

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A draft of curriculum planning documents will be completed by January, 2016 and evaluated by staff in February of 2016. Revisions will be made over the course of the second half of the year, and implemented by the end of the school year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- Parent attendance at Maspeth High School’s plays, sporting events, musical performances and other community events is high, with some events selling out.
- Based on the most recent NYC School Survey, 24% of parents selected “Strongly Agree”, 45% of parents selected “Agree” and 21% of parents selected “Somewhat Agree” (90% total agreement) with the statement “School staff regularly communicate with parents/guardians about how staff can help parents learn.”
- Based on the most recent NYC School Survey, 25% of parents selected “Strongly Agree”, 44% of parents selected “Agree” and 21% of parents selected “Somewhat Agree” (90% total agreement) with the statement “Teachers try to understand families’ problems and concern.”

Needs:

- PTA Attendance from the 2014-2015 school year indicates that fewer than 15% of parents, on average, attended PTA meetings.
- Based on the most recent NYC School Survey (2014-15), 14% of parents participated in the survey.

These data points indicate the an area of growth for Maspeth high School is to increase community involvement in the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the school year, community attendance at PTA meetings and other school events will increase by 50 percent as measured by attendance at those activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The PTA will designate time during PTA meetings for administration and teachers to present to parents about relevant topics, such as college admissions, building safety and student activities.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Administration, Teachers, PTA</p>
<p>PTA will work with the Coordinator of Student Activities to increase parent presence and participation at student events.</p>	<p>Parents, Students</p>	<p>September 2015- June 2016</p>	<p>PTA, Coordinator of Student Activities</p>
<p>PTA will work collaboratively with coaches and club advisors to increase community involvement of PSAL sports teams and Maspeth High School Clubs.</p>	<p>Parents, Teachers, CBOs</p>	<p>September 2015- June 2016</p>	<p>PTA, Club Advisors, PSAL Coaches</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Funds for permits. Per session for teachers.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, the PTA President, the Administration, Teachers, and the Coordinator of Student Activities will examine parent attendance data for PTA meetings, and determine next steps to further increase attendance.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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 less than a "C" average 3) Students missing content or classroom time due to excessive absences and lateness	1) Regents Preparatory Academy for English Language Arts Regents 2) Peer Tutoring 3) Office Hours for additional help with reading comprehension or written assignments, across the curriculum.	1) Whole Class 2) National Honors Society Peer Tutoring for help with writing across the curriculum 3) One-to-one 4) Small group (less than 5)	1) Saturdays 2) After School 3) During School
Mathematics	1) Students aiming to take the regents exam. 2) Students with less than a "C" average 3) Students missing content or classroom time due to excessive lateness or absences.	1) Regents Preparatory Academy for Algebra I, Geometry, Trigonometry and Algebra II 2) Peer Tutoring for additional support and test preparation. 3) Office Hours for homework completion and test preparation. 4) Regents Prep Class for Algebra I, Geometry, Trigonometry and Algebra II	1) Whole Class 2) National Honors Society Peer Tutoring 3) One-to-one 4) Small group (less than 5)	1) Saturdays 2) After School 3) During School

Science	<p>1) Students aiming to take the regents exam.</p> <p>2) Students with less than a "C" average</p> <p>3) Students missing content or classroom time due to excessive absence and lateness.</p>	<p>1) Regents Preparatory Academy for Living Environment, Physics, Earth Science and Chemistry</p> <p>2) Peer Tutoring for support with lab completion and test preparation</p> <p>3) Office Hours for lab completion, homework help and test preparation.</p>	<p>1) Whole Class</p> <p>2) National Honors Society Peer Tutoring</p> <p>3) One-to-one support</p> <p>4) Small group (less than 5)</p>	<p>1) Saturdays</p> <p>2) After School</p> <p>3) During School</p>
Social Studies	<p>1) Students aiming to take the regents exam.</p> <p>2) Students with less than a "C" average</p> <p>3) Students missing content or classroom time due to excessive absence or lateness.</p>	<p>1) Regents Preparatory Academy for United States History and Global History</p> <p>2) Peer Tutoring for writing across the curriculum and learning to write DBQ responses.</p> <p>3) Office Hours for homework help and test preparation.</p> <p>4) Regents Prep Class for content review and essay writing practice.</p>	<p>1) Whole Class</p> <p>2) National Honors Society Peer Tutoring</p> <p>3) One-to-one</p> <p>4) Small group (less than 5)</p>	<p>1) Saturdays</p> <p>2) After School</p> <p>3) During School</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students who are referred to the guidance office through teacher referrals, parents referrals, or self-referrals.</p>	<p>1) Attendance interventions</p> <p>2) Individual counseling</p> <p>3) Group Counseling</p>	<p>1) Individualized supports</p> <p>2) Small group supports (group of five)</p>	<p>1) Before school</p> <p>2) After school</p> <p>3) During the school day</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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, School Quality 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Khurshid Abdul-Mutakabbir	Assistant Principal Mario Matos
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Samantha Hoffman	School Counselor Jesse Pachter
Teacher/Subject Area Vincent Healy/SPED	Parent Marisol Rodriguez-Agron
Teacher/Subject Area Jeremy Konar/SPED	Parent Coordinator
Related-Service Provider Jennifer Duzkecelli	Borough Field Support Center Staff Member
Superintendent Fred Walsh	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	1004	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
--	------	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	7	0	0	8	0	4	5		5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										1	2	8		0
Chinese										3	1		1	0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish												1	1	0
Albanian											1			0
Other										1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)												1		0
Transitioning (High Intermediate)														0
Expanding (Advanced)										1		7	1	0
Commanding (Proficient)										3	4	2	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										4	7	6	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	11	4			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8	9		3		4		2		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	9		3		4				0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2		2	
Integrated Algebra/CC Algebra	15	4	6	2
Geometry/CC Algebra	3	2		1
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	8	4	3	3
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	8	4	1	3
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 before we begin to assess them during the school year.

 - Of the 4 who have ELA data, 1 scored at a Level 1, 2 scored at a level 2, and 1 scored a Level 4.
 - Based on the '15 NYSESLAT, reading scores indicate that our 4 ELLs with data are above the state average, and all scored at the commanding level of that modality
 - Our English Interim Assessments also help us to evaluate literacy levels, as they are mainly reading comprehension exams.
 - 10th grade: We use scores from students' 9th grade NYSESLAT, and 9th grade ELA Interim Assessments to evaluate literacy skills as they begin their 2nd year of High School
 - Of the 4 ELLs who have NYSESLAT data from 9th grade, 100% of them attained commanding status and scored above the state average in Reading.
 - 11th grade: We use scores from students' 10th grade NYSESLAT and 10th grade ELA Interim Assessments to evaluate literacy skills as they begin their 3rd year of High School
 - Of the 9 ELLs who have NYSESLAT data from 10th grade, 44% scored at or below the state average on the Reading modality.
 - Given our literacy concerns regarding this year's 11th grade cohort, we also administered the 5th Grade ELA last year to re-assess students at a lower level.
 - 12th grade: We use scores from the students' 11th grade NYSESLAT, 11th grade ELA Interim Assessments, and the ELA Regents to assess literacy skills as they begin their 4th year of High School.
 - Of the 2 ELLs who have NYSESLAT data from 11th grade, 1 scored below the state average on the Reading modality and the other student scored above the state average.
 - Both students passed the ELA Regents. One student received a 74% and the other 77%
 - SWD's: ELLs who have IEPs are also tested using the Test of Reading Comprehension (TORC). Out of the 3 students who

have TORC data, 2 scored below grade level on the text comprehension subtest, and 1 scored below grade level on the sentence completion and contextual fluency subtests.

- The data shows that the ELLs in our school vary in their literacy levels and that instructional supports must be in place for those students who fall below grade level norms. ELLs at a lower literacy level are provided with supplemental material to aid them in their understanding of our curricular texts. We also provide adapted versions of the books within the 9th grade curriculum. As previously mentioned, we have adopted an independent reading program with our 11th grade cohort to further develop literacy skills. Within our grade level teams, we will also be focusing on consultancy protocols for literacy concerns to try to improve our instructional plans regarding this issue.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

- Of the 19 current students who have '15 NYSESLAT data, 14 increased in proficiency level from the previous year while 5 remained at the same level.
- Of the 14 who improved, 9 achieved scores at the commanding level.
- Of the 5 students who remained at the same level, 4 of them have an IEP
- The NYSESLAT data indicates that ENL service is helping most students achieve language proficiency. It also reveals that students with IEPs have a more difficult time achieving proficiency which could be a result of their learning disabilities which causes deficits in reading and writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

- The ENL coordinator used the AMAO tool last year for the first time and reviewed the data to help with instructional planning.
- Of the 19 students who were included in the tool's data, 3 were at a risk level of 4 or greater. 2 of these students who were 9th graders at the time then went on to achieve a commanding level score on the '15 NYSESLAT.
- The instructional strategies mentioned in question 3 of the programming section help us to address risk factors revealed through the AMAO tool. Our school also implements consultancy protocols to productively collaborate regarding the concerns and needs of our students during grade level and department team meetings. We also discuss students of concern weekly at grade level meetings and document our outreach, strategies, and future steps.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
- A. 9th grade: We currently have 5 ELLs in 9th grade. 3 are at the commanding level, and 1 is at the expanding level. 1 student came from private school and didn't receive ENL services there. He will most likely test out of the program when he takes the '16 NYSESLAT. 3 of the 4 students who were in the DOE scored a 2 and above on the Common Core ELA exam and 1 scored a 1. All students scored a 2 and above on the Common Core Math test. Our 9th graders appear to be faring well taking tests in English.

10th grade: We currently have 4 ELLs in 10th grade. All of these students achieved the commanding level on the '15 NYSESLAT. All of them took the Algebra Regents in English and 2 passed. Of the students who passed, 1 utilized the Chinese version of the test as a resource

- 11th grade: We currently have the most ELLs in 11th grade. 1 is at the commanding level, 7 are at the expanding level, and 1 is at the emerging level. 3 of the 9 have passed the Algebra Regents in English. 2 of the 9 have passed the Global Regents, and 4 of the 9 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 5 of the 9 students have an IEP. Learning defecits are a contributing factor in their non-passing scores.
- 12th grade: We currently have two ELLs in 12th grade. 1 student is at the commanding level and the other is at the expanding level. Both are on track to receive a Regents diploma. One student utilized translation services for all of her Regents exams except for ELA which had a positive outcome on her scores.
- B. ELL periodic assessments have not been formally put into place. The ENL teacher has used them as 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

NA

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

- ENL strategies, which are 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 target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- We look at growth achieved on the NYSESLAT from year to year. We have had many students test out of the program, and other students have increased their proficiency level.
 - We also assess our program based on ELA Regents exam scores. All of our ELLs who have taken the English Regents over the past two years have passed. Other content area Regents exam scores are also taken into account.
 - In addition to standardized testing, we 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.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 - The first step is to run the RPOB report along with the RLAT and RLER to verify if there are any new students who are missing home languages and may need to be tested to determine if ENL service is needed.
 - An interview with the parent would then be conducted 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 DOE's Translation service is used to support the parent through the process or we will use one of our bilingual staff members if they are available.
 - The Home Language Identification Survey (HLIS) is given to the parent to complete by a licensed pedagogue (ELL coordinator) 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 NYSITELL. He or she is placed in the general education program.
 - If it is indicated that a language other than English is spoken at home, the student is administered an ENL placement/Interview test in the ENL coordinator's room. The student is given the NYSITELL 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.

Both the NYSITELL and Spanish Lab are administered by our school's ENL teacher/coordinator who is trained in language development and understands the needs of English Language Learners.

 - Once the NYSITELL is scanned into ATS, 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. Entitlement letters are available in the parents preferred language of communication.
 - If the student scores at the commanding level of the NYSITELL he or she will not receive ENL services
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
 - We have not had to complete the SIFE identification process for newly enrolled ELLs but the following steps would be in place.
 - Based on the interview process and the HLIS survey, if there is an indication that the student has had interruption in his or her schooling, we would move forward with the SIFE identification process.
 - We would administer the SIFE oral interview questionnaire, and the Literacy Evaluation for new SIFE students with a home language of Arabic, Bengali, Spanish, Chinese, and Haitian-Creole.
 - SIFE status would then be input no later than 30 days from enrollment. The student would remain at SIFE status until her or she reaches the transitioning level or higher on the NYSESLAT.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

- We have not had to complete the identification process for a newly enrolled student with an IEP, but the following steps would be in place.
 - Our school's LPT would be comprised of one of our assistant principals, the ENL coordinator, the Special Education coordinator, and the student's parent or guardian.
 - We would meet to determine whether the student would take the NYSITELL and continue through the ELL identification process. Translation services would be provided in the parents' preferred language of communication. Evidence would be gathered based on the student's history of language use both at school and at home, an evaluation administered in the student's home language and information from the CSE to assess how the student's disability affects his or her ability to demonstrate proficiency in English.
 - Our LPT could determine that the student should take the NYSITELL to be considered for ELL services, or that the student should not take it. In the second situation, our principal would ultimately decide to accept our recommendation or reject it. The final decision would then be sent to the superintendent
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
 - Once the NYSITELL is scanned and the ENL coordinator receives the results, she prepares the entitlement/non entitlement letters both in English and the student's home language to send home with the student. On the entitlement letters, she creates a section that needs to be signed by the parent and returned with the student to school. She will follow up with phone calls if the letters do not come back.
 5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
 - After the initial identification process is complete and the student is appropriately programmed, a letter would be sent home in the parent's preferred language of communication indicating that he or she has the right to appeal the decision within 45 days.
 6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
 - Parents are invited to attend a parent orientation after it is determined that their child requires service. The ENL Coordinator, Samantha Hoffman, will reach out to parents in their preferred language using the DOE's over the phone translation service to schedule the orientation. 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 the parents preferred language. Utilizing a bilingual staff member or translation services again, Ms. Hoffman will also explain common core learning standards, assessments, and goals and expectations of the programs.
 - After reviewing the 3 options (English as a New Language ENL, Transitional Bilingual Education TBE, or Dual Language DL), parents are provided the Parent Survey and Program Selection form in their native language to be completed at the orientation or within 5 days of the orientation. If the parent does not complete the form the student is automatically placed in an ENL program, as our school does not have a bilingual program. If a parent chooses an option that our school doesn't currently have (TBE & DL) we ensure that their preference is accounted for in the ELPC screen, and a copy of the form is retained in the student's cumulative folder. The parent will be informed in their preferred language that we do not currently have their chosen option and the student will be placed in our ENL program or we will explain transfer options to the parent. We haven't encountered this situation before but if a transfer is preferred, we would contact ELLprogramtransfers@schools.nyc.gov. If a parent had previously chosen a TBE or DL program and we meet the qualifications to open one, we would call the parent using the DOE's over the phone translation services to set up a meeting to discuss the program, and to find out if the parent would like their child switched.
 7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 - Parent Surveys and Program Selection forms are ideally completed during the parent orientation and retained in the student's permanent record. If the selection form had to be sent home for the parent to complete, the ENL coordinator would follow up with a phone call reminding the parent to return the form. As stated in previous sections, the parent's preferred language will always be used either through the DOE's over the phone translation service or through a bilingual staff member.
 - Our ENL coordinator would have a check list to monitor parent program choice. The parents preference is then entered in the ELPC screen, and the hard copy is retained in the student's cumulative file. As stated above if the parent does not return the form, the student will be placed in our ENL program as we do not have a bilingual program. If a parent had previously chosen a TBE or DL program and we meet the qualifications to open one, we would call the parent using the DOE's over the phone translation services to set up a meeting to discuss the program, and to find out if the parent would like their child switched.
 8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 - The ENL coordinator has a check list and continues to remind students to bring in the completed forms. She finds students in their classes to retrieve the letters.

- She also makes phone calls home utilizing the DOE's over the phone translation service to ensure that the forms are returned within 5 days of the orientation. As stated previously the completed forms are stored in students cumulative folders
9. Describe how your school ensures that placement parent notification letters are distributed.
 - The ENL coordinator organizes the distribution of placement letters. She sends them home with the student and has a place for the parent to sign that they have seen the letter. The student must return the signed letter by a given date. If the letter is not returned, the ENL coordinator follows up with phone calls. The letters are distributed in the parent's preferred language, and any follow up phone calls that are needed are done using the DOE's translation service or a bilingual staff member.
 10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 - Documentation is retained either in the student's cumulative folder which is in the main office (HLIS & Parent Survey and Program Selection), or in the ENL coordinator's office in file folders. The ENL coordinator has access to these documents, along with administration, and office personnel who may involved in any ELL related compliance.
 11. 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 ENL coordinator uses the RLAT report from ATS to determine NYSESLAT eligibility. She schedules students for individual speaking times, and notifies the staff via email. Students are administered the speaking section in a separate room with the ENL coordinator and another teacher.
 - The ENL 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 in the parents preferred language 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.
 12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 - Continued entitlement and transitional letters are prepared by the ENL coordinator in both English and the parents' native language prior to the school year's start after reviewing NYSESLAT data.
 - The letters are sent home with the student during the first few days of school and are to be signed by the parent and returned to the ENL coordinator.
 13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 - During the past 4 years that our school has been open, there have been very few newly admitted students who have gone through the ELL identification process and have required service. At this time a trend in program choices is not available.
 - As previously mentioned, we currently have Freestanding ENL as our program option. If our ELL population grows, we will have to re assess our program offering based on need and demand. In reference to Aspira Consent Decree, we don't have the numbers to offer bilingual education.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - We offer both Integrated ENL and Stand-Alone ENL services. The ENL teacher pushes into 4-5 ELA content area classes to support ELLs in grades 9-12. Currently all of our students are at the Expanding or Commanding level with the exception of 1 student at the Emerging level. She is pulled out on a rotation schedule to receive Stand-Alone ENL service with the ENL teacher.
 - Students are grouped homogenously by cohort based on ELA, Math, and Regents scores as well as grade level and travel together throughout the day. The arts, phys ed, and foreign language classes are sometimes grouped with mixed grade levels. The 20 ELLs are distributed among various cohorts. The ELLs in the ELA classes are mixed proficiency levels ranging from Emerging to Commanding.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - We utilize the Free Standing ENL 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 ENL instruction each student should receive according to his/her proficiency level from the NYSESLAT score or according to the NYSITELL score. Currently we only have Emerging, Expanding, and Commanding level students
 - Emerging learners receive 360 minutes of ENL instruction per week. The student at this level is supported in an individual Stand-Alone model, and in an Integrated model within the ELA content area daily as well as US History once a week. The ENL teacher pushes into a class of approximately 30 consisting of gen Ed, ELL, and IEP students. Additional minutes of instruction are received during an ENL resource period, where the ENL teacher pushes into one to two content area classes throughout the week.
 - Expanding learners receive 180 minutes of ENL instruction per week. The expanding students are supported in an Integrated model where the ENL teacher pushes into the ELA content area classes. Classes range from approximately 30 to 14 consisting of gen Ed, ELL, and IEP students.
 - Commanding learners receive 90 minutes of ENL instruction per week. The commanding students are supported in an Integrated Model where the ENL teacher pushes into ELA classes or other content areas during an ENL resource period
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 - Through our ENL program (We do not have TBE, or DL), our staff works collaboratively to differentiate instruction and implement scaffolding strategies.
 - The ENL and content area teachers engage in co teaching 4-5 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. Materials that are used are reading guides which provide summaries of various books as well as vocabulary words and definitions, smart boards for visual support and structure, adapted texts, the Academic Vocabulary Toolkit, and the Pearson Keystone series (stand alone ENL only).
4. How do you ensure that ELLs are appropriately evaluated in their home 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 has been used with one of our current seniors who is at the Expanding level and she has now passed all of her required Regents exams.
 - The ENL teacher has Spanish language books in her classroom that are available for students to borrow.
 - In our 11th grade Integrated ENL class, we give students an opportunity for independent reading in class on Fridays and have them document their reading through various options such as finding the central idea, writing a summary, providing characterization etc. There are Spanish book options in the classroom for independent reading.
 - Students at lower levels of language proficiency are also encouraged to write in their native language during free

writes. If the student shares his or her responses, a classmate has helped with the translation so that the entire group understands the response.

- We also now offer Mandarin as a foreign language options. One of our Commanding ELLs as well as some former ELLs have the opportunity to show their skills in their native language on a daily basis

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 with the Stand Alone ENL class.

- 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 in the ELA classes.

- 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 for ELLs as well. The ENL teacher uses an oral reading fluency rubric to assess students based on 5 categories (speed, accuracy, expression, intonation, and self correction)

- Teaching pronunciation is also a part of Stand-Alone ENL instruction

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

- A. Of our 20 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 Newcomers:

- Students receive 2- 3 periods of ENL 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.

- C. Our plan for Developing Students:

- In addition to providing the instructional strategies mentioned in the previous section, 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 integrated co- teaching classes and are being supported by the ENL 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.

- E. Our plan for former ELLs:

- The ENL teacher provides Integrated ENL instruction within the ELA content area for most of our Commanding ELLs. She also checks in on the progress of former ELLs during designated ESL resource periods.

- 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Although our school hasn’t experienced the re-identification process at this point, in order to ensure that the student’s academic progress is not negatively impacted, we would proceed with the following steps.
 - Between 6 and 12 months of the time the decision is sent to the superintendent, the principal will meet with the ENL teacher, parent, and the student to determine if the student’s re-identification has negatively affected his or her academic progress. This evaluation would also be based on ongoing staff feedback, test results, and classroom participation and socialability.
 - Depending on the determination the principal can offer additional services. Any changes in identification must be provided in written format to the parent or guardian in his or her preferred language of communication.
8. 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?
- There are 9 ELLs who 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. Classes use leveled readings to ensure students with lower proficiency are able to access the grade level curriculum using simplified vocabulary and increased visual aids. ELL-SWDs are given increased opportunities to practice new vocabulary through UDL designed lessons. These include and are not limited to, student choice in showing understanding such as drawing or creating word webs. Vocabulary quizzes include both content-specific and tier II vocabulary found in academic subjects.
 - Other strategies used include scaffolding techniques which include modeling, using graphic organizers, and individualized conferencing when possible. Teachers monitor students’ progress and provide tutoring for students during lunch periods and after school.
 - The special education department uses iPads and apps for aid visualizing new concepts and vocabulary. For example, in science classes students have access to an interactive cell app which helps students see and name cell organelles.
 - None of the IEPs of our ELL-SWDs mandates ENL instruction. However, one of our student’s IEP mandates a bilingual para which we have in place.
 - ELL-SWDs receive the same native language supports and opportunities to be assessed as our ELLs without IEPs. Please refer to question 4.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- The least restrictive environment for our ELLs with IEPs is the ICT setting. The students are held accountable for grade level material with the support of multiple educators, different approaches, and scaffolding techniques to make it accessible

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

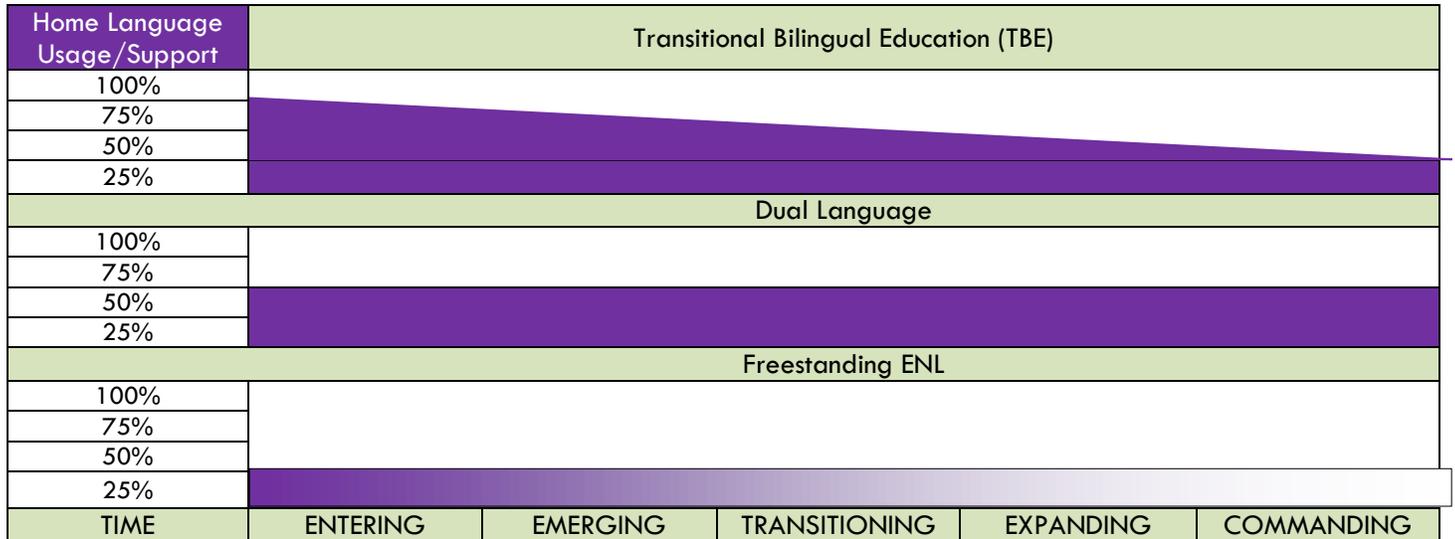


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All ELLs in ELA are supported by the ENL 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 ENL teacher will also offer an after school Regents prep program specifically for ELLs in the spring. She will be attending a professional development to help students with the writing sections.
 - All ELL subgroups in Math are also encouraged to see teachers for extra help during lunch and after school hours.
 - All ELLs who still need to pass the Algebra Regents are in a smaller class environment to help to develop their skills more effectively.
 - Saturday Academy will also be offered for all ELL subgroups students taking Regents in January and June including Social Studies and Sciences
 - All intervention services are offered mainly in English. The ENL teacher and a few Special Education English teachers are able to communicate with students in Spanish to clarify concepts, and assignments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students in the Stand-Alone ENL setting work with the Keys to Learning, and Building Bridges textbook series. Both of these are aligned to the Common Core Standards.
 - Keys to Learning mainly focuses on language development and targets the newcomer and entering to emerging 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 emerging to transitioning 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.
 - The academic vocabulary toolkit is also used in the stand-alone setting and has been helpful in focusing on tier 2 words that appear across content areas.
 - Within the ELA content areas language support is provided through vocabulary instruction, writing workshops, and reading strategies, and modifications. It has also been utilized in the 11th grade ELA class.
 - The ENL teacher provided a professional development on Academic Vocabulary which raised all content area teachers' awareness of the importance of incorporating vocabulary instruction into their lessons.
 - Our program's effectiveness can also be measured by exam results
 - 8 of our 20 ELLs achieved the commanding level on the '15 NYSESLAT
 - 5 of the 20 ELLs not at the commanding level increased their proficiency level
 - Out of our first graduating class last June, all ELLs received a Regents diploma
 - Our current Senior ELLs have also passed all of the required Regents and are on track to graduate
12. What new programs or improvements will be considered for the upcoming school year?
- Literacy programs and coaching options will be explored to address current concerns.
13. What programs/services for ELLs will be discontinued and why?
- NA
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at Maspeth High School are provided equal access to school-wide programming and extra-curricular activities. During the 2014-2015 school year, two ELL students participated on the school's wrestling team, and one was named Most Valuable Player. During the current school year, three ELL students have joined Maspeth High School's cheerleading squad, two students are continuing their involvement with the school's Green Club, and another has joined Build-On. 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 during which students were able to visit each club's table to find out more information about it with the school's ELL coordinator on-hand to assist with any questions. Maspeth High School's ELL coordinator has established a visual footprint within the school, and both students and teachers are highly aware of the supports and services available for English Language Learners through frequent communications.
 - The role of the ELL coordinator in curricular and extra-curricular activities:
-Provide integrated and stand alone ENL to all ELL students

- Provide after school assistance (office hours) to all ELL students
 - Consult with all teachers and provide professional development presentations regarding teaching ELL students and cultural awareness
 - Consult with all teachers regarding supports and accommodations for ELLs
 - Consult with club advisers and coaches to provide necessary supports and help increase recruitment of ELLs
 - Provide assistance to ELL students during school-wide activities, such as Maspeth High School's annual club fair
15. What instructional materials, including technology, are used to support ELLs? Include core 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 for all ELL subgroups.
 - Video clips are sometimes used in ICT classes which include all ELL subgroups to target visual learners. They enable us to review concepts through a different medium
 - Bilingual glossaries, graphic organizers, and English Language Learners dictionaries are also used.
 - ALL ELL subgroups have also received adapted versions of lengthier and more challenging ELA texts to enhance their understanding.
 - Supplementary material such as text summaries and vocabulary guides are also provided.
 - As previously mentioned, the Keys to Learning, and Building Bridges textbook series have been used with lower proficiency students. The Academic Vocabulary ToolKit is also used among all ELL subgroups.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Our school only offers the ENL program model
 - Home language support is provided by the ENL teacher when appropriate and beneficial to student understanding. There is also a bilingual para in one of the cohorts who helps a few of the Spanish speaking ELLs in the class.
 - 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 ENL classroom. Latin language electives also build upon the Spanish language.
 - Our school's new Mandarin program also offers home language support for Chinese students
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All material, and resources for ELLs are targeted for the High School Level. All of our ELLs are placed in grade appropriate classes for their ages, and are supported within the grade level content. A couple of our ELLs are a little older for their grade based on the credits they accumulated in their home countries not transferring to meet requirements in New York.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Our school has a very small population of ELLs, with only 2 new admits requiring ENL service in the past 2 years. There haven't been programs specifically for them in place before the beginning of the school year. Our schools' staff has conducted open houses to provide incoming students with information about the school. The ELL identification process has assisted newly enrolled students and their families to understand their options and programs available to them. In the future the Special Education department and the ENL coordinator would like to plan an orientation for all incoming Freshman to make the transition process to high school easier.
 - The ENL teacher facilitates activities during class time throughout the year that helps to acclimate newly enrolled students to the school community, and country. She has utilized a game developed by a bilingual social worker that specifically focuses on immigrant youth and their transition to a new country.
19. What language electives are offered to ELLs?
- We currently offer Latin, Mandarin, and Ancient Greek.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - As PD opportunities become available, the administration disseminates the information and teachers are able to register based on their needs and interests for outside professional learning opportunities.
 - Teachers also have access to search for various opportunities. The ENL coordinator/teacher is part of the DOE ELL listserv which provides information about upcoming professional development.
 - Professional development also occurs within school during grade level and department meetings (both meet 1X per week). Some of the topics covered have been mindset, questioning strategies, literacy strategies, motivation, creating effective mastery objectives, and analyzing data. Each week (Friday) during grade level meetings, one teacher presents on a topic of his or her choice. The ENL coordinator has presented on the challenges faced by ELLs with on demand writing tasks, and academic vocabulary, and will continue to present on aspects of ELL education. Department meetings occur on Monday (History, Arts, Science), Wednesday (Languages Other Than English), and Thursday (English, Math, Instructional Support Services, which includes paras) after school. Guidance Counselors, Social Workers, Psychologists meet Wednesday's 7th period. Our school's secretaries have had training on ELL compliance reports in ATS. Cabinet meetings occur the second Thursday of each month and include department leaders, deans, assistant principals, and the coordinator of student activities. Our school does not have a set calendar of PD's as they are ongoing throughout our weekly and monthly meetings. There are also two Chancellor's conference days left for the school year (February 2nd , and June 9th) which can be used for PDs for all ELL personnel.
 - The ENL 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 ENL teacher and Special Education coordinator have also collaborated on a resource packet for all teachers who teach ELLs and SWD's.
 - The ENL teacher and members of the Special Education Department have also participated in the Arts department meetings to collaborate on test modification.
 - Teachers at our school also serve as mentors to newly appointed teachers or those teachers who feel that they can still benefit from some structured guidance. The mentors observe and meet with their mentees on a weekly basis
 - New teachers attend an orientation before the school year begins as well.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 - The ENL teacher has attended several professional opportunities outside of the school through the DOE. She has attended a 4 part math workshop which focused on the idea of ELLs grappling with the material. Other common core sessions at Fordham and NYU have focused more literacy. She has also focused on Academic Vocabulary within the Common Core standards
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 - 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 to provide important information about high school requirements.
 - We currently have 2 guidance counselors (one is bilingual), a bilingual social worker, and a psychologist to provide socioemotional support in addition to monitoring academic progress. They also work on goal setting, and are available for counseling for various transitional issues.
 - The social worker has also given the staff a presentation on effectively communicating with students and recognizing students in distress.
 - Our national honor society has a peer tutoring program to help students struggling with the increased demand of high school coursework.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 - Our school does not have a monitoring system for tracking professional development activities currently in place. Teachers are responsible for maintaining their own personal record of PD's they attend and sharing that information with administrators as a part of the evaluation process. (Danielson domain 4)
 - To ensure that all teachers are receiving 15% of their total PD hours on ELL related topics, the ENL coordinator will conduct mini presentations during weekly grade level meetings. She will also create a shared document on the school google drive that lists upcoming ELL related PD opportunities outside of school, and any potential webinars that are available.

- The ENL coordinator/teacher already receives 50% of her PD hours on ELL topics as every PD she attends is ELL related.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 - The ENL coordinator will make phone calls to schedule individual parent meetings regarding current ELLs in November and December to discuss program goals, language development progress, and language development needs within all content areas. If the parent is unable to come into school for a meeting, an over the phone meeting will be sufficient. The DOE's over the phone interpretation services will be used in both face to face and over the phone meetings if needed.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.
 - Parent meetings and outreach are recorded within anecdotes on Skedula. The ENL coordinator will also keep a hard copy of the written record of the outreach/meetings in a file in her office.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Maspeth High School encourages parental involvement for all of our students including ELLs.
 - The ENL teacher has sent home translated letters in the parents' native language at the beginning of the year to inform them of their child's ENL program, year goals, and to introduce herself.
 - 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 Teacher Association meetings. Our PTA president is bilingual in Spanish and English which may help to generate more parental involvement from Non-English speaking parents. The PTA has already organized several events this year including a student government and league of presidnets breakfast, a flea market (10/24), Breast Cancer walk (11/8), and a Thanks for giving dinner (11/13). They are also working on upcoming events which include a color run, public service/teacher appreciate week, and a senior luncheon. They meet monthly and the upcoming dates are 11/18, 12/2, 1/20, 2/24, 3/16, 4/20, 5/18. The PTA reaches out to teachers, students, and parents through email, skedula, twitter and facebook.
 - The ENL coordinator shared a document with the staff which indicates all of our parents' preferred language of communication to ensure that teachers are utilizing various translation options when conducting parent outreach. She also posted a list of bilingual staff members willing to assist with translation needs.
 - 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. Teachers were shown how to access the service during grade level meetings.
 - 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Given our school's small ELL population we don't currently partner with any Community Based Organizations that specifically target the parents of ELLs. However, our school has a partnership with Maspeth Town Hall, which helps to place some of our students in after school jobs. We also have a partnership with Catholic Charities, and the Bleuler organization for counseling services.
 - As mentioned in the previous question, we would like to consider establishing an adult ENL academy for our non-English speaking parents.
5. How do you evaluate the needs of the parents?
 - We use the Learning Environment Survey to evaluate the needs of parents. From that data we can create improvement plans.
 - The Parent Teacher Association is also a forum for parents' voices. As previously mentioned, our PTA president is bilingual which may help to increase the participation of our Spanish speaking parents. Announcements of PTA meetings are sent through skedula. We had a larger turn out recently when our PTA announced the specific topics that would be addressed during the meeting. We will continue this protocol throughout the school year.
 - We would also like to create our own school based parent survey that could be distributed during PTA meetings, and could help us to further understand and address the needs of our parents. This survey would be translated into the languages most prevalent at our school so that all parents have access to it.Our school does not currently have a parent coordinator.
6. How do your parental involvement activities address the needs of the parents?

- Parent activities will be based on the needs identified through the Learning Environment Survey and through the Parent Teacher Association. The Learning Environment Survey is available in parents preferred language
 - 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. Over the phone translation services are used through the DOE for parent communication or we use our bilingual staff members.
- As stated previously our school does not have a Parent coordinator

D. Additional Information

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

NA

Part VI: LAP Assurances

School Name: Maspeth High School

School DBN: 24Q585

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Khurshid Abdul-Mutakabbir	Principal		11/17/15
Mario Matos	Assistant Principal		11/17/15
	Parent Coordinator		11/17/15
Samantha Hoffman	ENL/Bilingual Teacher		11/17/15
Marisol Agron-Rodriguez	Parent		11/17/15
Jeremy Konar/SPED	Teacher/Subject Area		11/17/15
Vincent Healy/SPED	Teacher/Subject Area		11/15/15
	Coach		
	Coach		
Jesse Pachter	School Counselor		11/17/15
Fred Walsh	Superintendent		11/17/15
	Borough Field Support Center Staff Member _____		
Jennifer Duzkecelli	Other <u>Speech Therapist</u>		11/17/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q585** School Name: **Maspeth High School**
Superintendent: **Fred Walsh**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We utilize an ATS report, RHLA, which gives us the variety of languages spoken in the homes of our students. We also use the RLAP to view parents' preferred written and spoken language. This report is shared on our school's google drive so that all staff members have access to it to ensure that we are communicating effectively with our parents. We maintain our own parent contact cards which were filled out during the first week of school. These cards have a "language spoken at home" information section. We also use the Learning Environment Survey to assess Parent needs regarding school communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Polish, Vietnamese, Urdu, Tigre, Chinese/Mandarin, Burmese, Bengali, Nepali, Hindi, Portuguese, Korean, Albanian, Turkish, Arabic, Russian, Tagalog, Italian, French, Gjarati, Indonesian, Punjabi, Serbo-Croatian, Bulgarian

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- School Closure Notices - distributed at least 10 school days prior to closure
- Parent-teacher conference announcements - distributed at least 10 school days prior to conferences
- New York State testing dates - distributed at least 10 school days prior to testing dates

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school holds a curriculum night for parents at the beginning of the school year to allow parents to meet their child's teachers and to learn about the curriculum that will be covered in each of their child's classes. This year it was held on September 30th. We also hold an open house for incoming freshman and their families to provide them the opportunity to see our school and learn more about it before they make their high school selections. This year it will take place on November 5th. Parent- teacher conferences are scheduled for November 19th and 20th in the fall and March 10th and 11th in the spring. IEP meetings also take place regularly throughout the school year as well as parent outreach and meetings to discuss student progress/behavioral and academic issues.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services provided by the Translation and Interpretation Unit are used in our school for the written communications listed above. Staff members are also encouraged to plan in advance when they are sending any other important notices home so that there is enough turn around time for the translation and interpretation unit. Or school uses the DOE vendor, The Big Word to translate IEP documents. For notifications sent through skedula, there is a translation function that allows the parent to see the message in their home language

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school uses the Translation and Interpretation Unit's over the phone services for the majority of our parent meetings and outreach. We also had bilingual staff members willing to assist with translation needs record their names and language spoken on a shared document. These teachers are sometimes called upon for various translation needs. We have also used the doe vendor, The Big Word for on site interpretation for Regents testing.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language access coordinator provided staff members with information regarding accessing translation services resources, and the RLAP on the google drive at grade level meetings in September. She also distributed the Language Palm Card. She also sent a follow up email to ensure that all staff received the information.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will provide the parents whose home language is not English a notification of their rights. Notices will be posted in the main office regarding their rights to obtain documentation or oral translation into their spoken language. They will also have access to the school safety plan. We have the DOE's welcome poster displayed as well as the Language ID guide at the security desk and main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will distribute a parent survey to get feedback about the quality and availability for translation and interpretation services.

