



**WILLIAM H. MAXWELL C.T.E.H.S.**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (19/BROOKLYN/660)**  
**ADDRESS: 145 PENNSYLVANIA AVENUE, BROOKLYN NY 11207**  
**TELEPHONE: 718 345-9100**  
**FAX: 718 345-5470**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 19K660      **SCHOOL NAME:** W.H. Maxwell C.T.E.H.S.

**SCHOOL ADDRESS:** 145 Pennsylvania Ave, Brooklyn NY 11207

**SCHOOL TELEPHONE:** 718-345-9100      **FAX:** 718-345-5470

**SCHOOL CONTACT PERSON:** R. Heinrich      **EMAIL ADDRESS:** rheinri@schools

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Audrey Jackson

**PRINCIPAL:** Jocelyn Badette

**UFT CHAPTER LEADER:** Jeffrey Bernstein

**PARENTS' ASSOCIATION PRESIDENT:** E. Chico

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Aldon Houston

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 19      **CHILDREN FIRST NETWORK (CFN):** Jean Consins

**NETWORK LEADER:** Roz German

**SUPERINTENDENT:** K. Watts

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

---

W.H. Maxwell is a career and Technical Education school that is unique as we offer academic classes, along with professional preparation in Apparel Design Technology, Communications Media, Cosmetology, Vision Technology, Medical Billing and Coding and Sports Medicine. Our students study within smaller learning communities that are organized based upon areas of professional preparation. Within these structures, high school becomes a more personal and friendly environment. Our offerings provide for a quality education with a range of supplemental activities, such as interpersonal contacts, athletic participation, as well as nurturing cultural experiences, internships, trips to industries, all with more individual attention.

As such, our mission is to educate and challenge our students to achieve academic excellence, technological literacy, and professional success, by meeting and exceeding state education standards across all areas of the curriculum. This helps to insure a positive impact upon the home, school, and community.

Our vision is to create a rigorous academic community where comprehensive and individualized learning strategies promote student participation, educational advancement and positive change in our school.

We insist that students meet the SED performance standards, pass the academic area Regents and career and professional exit exams. We insist upon excellence and success for all. Each small learning community structures its key practices, with are based on high schools that were structure, so that it builds on elements of effective small learning communities. These elements include instruction, autonomy, personalization, professional development, accountability, and leadership. To help achieve this, educational funding has been maximized through conceptual consolidation which thereby further enhances our offering of a range of supplemental activities.

Furthermore, as positive role models, our staff is dedicated to helping our students develop a drive, ambition and a vigorous work ethic which will serve them for the rest of their lives. All special needs are considered, addressed and valued as we face the future with excitement!

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	W.H. Maxwell C.T.E.H.S				
<b>District:</b>	19	<b>DBN #:</b>	19K660	<b>School BEDS Code:</b>	331900011660

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		70.2	72.1			
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.4	95.0			
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		79.0	76.9	79.6		
Grade 8	0	0	0						
Grade 9	497	404	299	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	312	287	333	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	117	111	148		5	16			
Grade 12	159	173	160						
Ungraded	37	12	23	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1122	987	963		9	6	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	134	120	126						
No. in Collaborative Team	49	42	37	Principal Suspensions	186	88			

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	75	55	50	Superintendent Suspensions	39	33	
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	73	680
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	50	39	35	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	13	11	21	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	83	75	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	46	45	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	
	123	72					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	0.7	1.1	1.5	Percent more than two years teaching in this school	82.8	93.6	
Black or African American	69.3	70.7	71.8	Percent more than five years teaching anywhere	65.5	74.4	
Hispanic or Latino	27.4	26.0	24.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.2	1.2	Percent Masters Degree or higher	84.0	88.0	
White	1.1	0.9	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.2	85.8	
Multi-racial							
<b>Male</b>	33.0	31.4	31.5				
<b>Female</b>	67.0	68.6	68.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			√
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	√

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				√sh	X	√	50
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American				√sh	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				X	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
<b>Student groups making AYP in each subject</b>				2	0	1	

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	42.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.3	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	8.3	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	28.1	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	0	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **What student performance trends can you identify?**

The major trend over the last four years is the dramatic increase in graduation rates: in 2005 the graduation rate was 25%; 2006, 31%; 2007, 38%; 2008, 43.2%; 2009, 44.3% 2010, 53%. In addition, over the last year, there has been an increase in the daily attendance rate of approximately 3%. There has also been an increase in 1<sup>st</sup> period attendance.

Last year's scholarship rates have increased dramatically, with an aggregate passing rate between approximately 58% and 62% for both terms of the 2009-2010 school year. This includes all subject areas. The subject that showed a passing rate above this average were the Math classes with a passing rate approximately 15 points higher than the average.

The overall Regents exam passing rate for the two terms of 2009-2010 also remained consistent with passing percentages approximately 58%. The success rate for the ELA exam tended to be the highest with success rates of 87.24% and 80.49%. The aggregate success rates of the other Regents exams administered in the respective subject areas of Math, Science, and Social Studies tended to fluctuate in 2010 we issued 53 Regents Diplomas in a class of a 125.

It is important to note that in the same school year of 2007-2008, only 19.7% of incoming freshman scored at or above level on the state ELA test and only 16% of these students achieved proficiency on the Math test. In addition, less than 5% score at a level 3 or 4 in the 8<sup>th</sup> grade Math and ELA exams. This created challenges in Regents exam passing rates and in scholarship achievement.

The ELL program has consistently graduated approximately 25% of the ELL students from the program. ELL students and former ELL students also have a high graduation rate from the school.

Anecdotal trends suggest a change in the students' sense of accountability. More students are inquiring as to how they can take responsibility for their own achievement in school. In addition, the school has been restructured by floor with a S.L.C. on each level. Therefore students are developing stronger attachments to the teachers.

## **What have been the greatest accomplishments over the last couple of years?**

There was a strong initiative to increase the number of students earning 5+ credits. As a result Maxwell scored a B in “Student Progress” on The Progress Report. We are “Restructuring Year 2.”

Perhaps the two most important achievements is the increase in graduation rates and the increase in attendance over the last year. These increases can partially be attributed to several of our other achievements:

One of these achievements was the implementation of an advisory program, which allowed for a stronger bond between teacher and students, encouraging students to come to school and be more prepared for its challenges.

The increased effective use of student data is another of these achievements. This data, both anecdotal and quantitative, was used by the individual teachers, as well as by the respective SLCs to address student achievement, catering to student needs.

The SLCs continued to develop individual identities which allowed for the communities to more effectively work together, such as the aforementioned use of data. In particular the SLC’s were able to use their further entrenched identities as SLCs to case conference regarding students and create interventions when necessary. Distributed leadership has been accomplished as a result of the establishment of S.L.C. Coordinator. Another advantage of this is allowing teachers to more effectively plan interdisciplinary lessons.

For 2009/2010 there has been a dramatic increase in Maxwell’s passing percentage i.e. ELA + 22% Math 31% Social Studies +25%. For 6/07 to 6/10 our occurrences have dropped from 308 to 159.

Finally, the ELA and ELL programs demonstrated success. There was a dramatic increase in the percentage of students passing the ELA Regents exam, with an 18 percent jump between January ’07 and January ’08. The continued success of the ELL program is another achievement, with a high graduation rate from both program and the school. For 2009/2010 Maxwell scored a “B” on The Progress Report.

## **What are the most significant aids or barriers to the school’s continuing improvement?**

There are several issues which have been identified as barriers in the school’s continuing improvement. The attendance rates, while improving, continue to hinder progress in both scholarship and in graduation rates. In particular ISS identified chronic absenteeism as an issue. The few students who do not succeed in the ELL program usually fail because of poor attendance rates. While these two programs specifically cite attendance rates as an issue, it is also true that the attendance rates throughout the school need to be improved. One difficulty in addressing the attendance rates (as well as the scholarship rates) has been the difficult and often transient lives led by the students. Many of our students are in temporary housing and in foster care. The poverty rate for the school is approximately 79%, a number that has increased 10% in the last two years. Cell Phones are lost or thrown away. This has led to unreachable phones numbers and addresses, when attempting parental contact. This has also led to a reordering of priorities for both our students and their families.

Another challenge is to programming and programming flexibility. The building is physically small, and with this limited classroom space, we are limited in the number of classes we can offer. Furthermore, the implementation of the Small Learning Communities has led to difficult choices regarding the purity of the communities. One example of this is the choice between programming a student for an Advanced Placement class or leaving him or her in his or her SLC. Creating individual AP classes for the respective communities would be prohibitive because of the monetary issues and the aforementioned space issues.

Finally, a lack of funds has created several problems. Not having enough funds, has not allowed for programming reduced class sizes, a reduction that would have a positive affect on student teacher relationships, on attendance, and on scholarship. A lack of funding was also an issue with regard to resources for ISS. An example are those ISS students who are also ELL. These students do not have access to trained ELL teacher who specializes in ISS students. They also lack necessary paraprofessional support. Our librarian, with over fifteen years of loyal service, was involuntarily transferred out.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

---

### Goals

1. To meet and/or exceed the NYS/NYC requirements for graduation as per Safe Harbor target established in the School Accountability data by June 2010.
2. To increase rigor in all subject areas by 10% will increase the number of students earning 11 or more credits per year and improve academic scholarship and our graduation rate in June 2010.
3. To increase the official attendance to the Safe Harbor target established in School Accountability data 10% by June 2010.
4. To increase scholarship to the Safe Harbor target established in School Accountability data by June 2010.
5. All students will meet or exceed their respective ELA Performance Standards to the Safe Harbor target established in School Accountability data by June 2010 through a seamless and unified curriculum including students with disabilities.
6. All students will meet or exceed the Mathematics Performance Standards to the Safe Harbor target established in School Accountability data by June 2010 through a seamless and unified curriculum.
7. Meet safe harbor target of 144 as specified for English Language Arts under the NCLD/SED and DOE Accountability system by June 2010.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>All students will meet or exceed their respective ELA Performance Standards to the Safe Harbor target established in School Accountability data by June 2011 through a seamless and unified curriculum.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>All English Teachers</b></p> <ol style="list-style-type: none"> <li>1. Members of the English faculty department will utilize Achieve 3000.</li> <li>2. Teachers will teach the three period class block for beginning English Language Learners, the two period block for intermediate English Language Learners, and the single period support class for advanced English Language Learners.</li> <li>3. Teachers may maintain and expand classroom libraries in all English classes that students will use for the Independent Reading, Shared Reading, and Book Talk components of Balanced Literacy.</li> <li>4. Teachers will build and/or expand classroom libraries in all other English/ELL classes that students will use for Independent Reading and Shared Reading.</li> <li>5. Teachers will create a resource library of classroom-ready materials based on the strategies suggested by ARIS, Acuity, diagnostic exams and ELA/ELL Standards.</li> <li>6. The English Department faculty will teach students via multi modality instruction.</li> <li>7. The English teachers will provide strategies and methods to help students pass the Regents exam.</li> <li>8. The Assistant Principal of English will implement professional development, to ensure delivery of services (standards based education) to all students.</li> <li>9. We will continue to offer funded extra opportunities for students for credit recovery in Saturday School, P.M. School and through a redo and make-up policy.</li> <li>10. We will offer funded tutoring before, during, and after the school day.</li> <li>11. We will continue to align the ELA curriculum with the SED Performance Standards.</li> </ol>

	<p>12. Teachers will provide students with periodic assessments for each curriculum unit. Assessments will be those provided by Acuity and Departmental per marking period Assessments. Results will be used to set clear instructional goals thereby creating an environment for differentiated instruction. We will notice an increase in student achievement for each periodic assessment for each marking period.</p> <p>13. Teacher teams will be created with the goal of increasing student writing skills.</p> <p>14. We will continue the peer review process.</p> <p>15. While we made AYP Safe Harbor for all students able to use our performance index because we did not make AYP for graduation. For this year, we will monitor the progress of these students and provide them with support classes and tutoring daily. We will utilize acuity as an assessment tool and provide students with individualized technology enriched, and differentiated instruction Achieve 3000 and Read 180 will be utilized. With these interventions, we expect a 10% increase in student performance in this area.</p> <p>16. We did not make AYP Safe Harbor for economically disadvantaged students, and missed it by one 1. We will monitor the progress of these students and provide them with support classes and tutoring. We will utilize acuity as an assessment tool and provide them with individualized technology enriched, and differentiated instruction Achieve 3000 and Read 180 will be utilized. With this intervention we expect a 10% increase in student performance in this area.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy, Title 1, Title 111, Title V11</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Increase the number of students reading designated literature and meeting SED standards of 25 books per year.</li> <li>2. Increase 10% of students in ELL blocks and advanced ESL passing NYSELAT.</li> <li>3. Increase 10% of students reading at grade level and passing courses as measured by individualized student assessment by teacher during independent reading and writing activities, and/or determined by teacher evaluation as per Predictive and Acuity assessment.</li> <li>4. Increase 10% English credit accumulation.</li> <li>5. Improved PSAT and SAT exam results</li> </ol> <p>Assistant Principal English/ELL will ensure that interim assessments are administered</p>

	<p>every marking period/unit. Data from the interim assessment will be used to modify to revise curriculum, classroom practices, instruction. The assessment instruments that will be used are NYC's Acuity, Predictive assessments and Regents simulated exams.</p> <p><b>Classroom Teachers</b></p> <ol style="list-style-type: none"><li>1. Student scores on classroom tests, quizzes, interim assessments and projects will be increased.</li><li>2. Students will pass their classes, have increased English credit accumulation, and attain higher ELA scores in classes and on the English Regents.</li></ol> <p><b>Regents exam results, scoring at or above Performance Level 2.</b></p> <p><b>Assistant Principal English/ELL, Classroom Teachers</b></p> <p>Periodic assessments will be administered for each curriculum unit. There will be a 10% increase in student achievement for each assessment. Goals will be set for individualized and differentiated instruction.</p>
--	---

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**SUBJECT/AREA (WHERE RELEVANT):** SCHOLARSHIP

TO INCREASE RIGOR IN ALL SUBJECT AREAS BY 10%. THIS WILL INCREASE THE NUMBER OF STUDENTS EARNING 11 OR MORE CREDITS PER YEAR AND IMPROVE ACADEMIC SCHOLARSHIP AND OUR GRADUATION CREATE IN JUNE 2011

**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- **To increase rigor across subject areas in order to improve academic scholarship**
- **Provide continuous professional development for teachers on differentiated instruction to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State’s academic content standards.**
- **Teachers will implement technology into their classroom instructions and become familiar with student data available on ARIS.**
- **To address the needs of all students in the school, our teachers will continue to attend and share best practices in content and Small Learning Community meetings.**
- **Rigor will be enhanced through the use of Bloom’s Taxonomy in daily aims, in questioning, and in projects.**
- **Pupil personnel services i.e.(guidance counselors, mentoring services, college and career awareness/preparation) will work along with the teachers to ensure the success of our students especially our at risk students.**
- **All Assistant Principals, the SLC Coordinators, and Guidance Counselors will monitor closely the progress of the students in their SLC to ensure the needs of the students are met. Attendance teachers, attendance liaisons, and Community Based Organizations work together with the staff to monitor students attendance.**
- **Students will be encouraged to participate and attend support classes, tutoring, and clubs. These activities will be available before school and after school.**
- **Parents are notified throughout the year on the**

progress of their child through mailing, phone master, parent conferences, report cards and emails.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"><li>• Outside agencies i.e. High School That Work, Partnership With Children, Ground Works Inc are work closely with our students and staff to aid in the success of the students.</li><li>• Funding from SLC Grant</li><li>• Professional development funds will be used for both mandatory and volunteer workshops throughout the year.</li></ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Increase Regents scholarship by 5% school wide</li><li>• Increase in academic scholarship per subject by 5% school wide</li><li>• Increase graduation rate from 54% to 65% by June 2011</li><li>• Monitor and revise goals and strategies by using all available students and school data</li><li>• Classroom observations and snap shots will evince augmented rigor and high expectations.</li><li>• Student projects will demonstrate higher thinking skills.</li></ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Attendance

**Annual Goal**  
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To continue to increase the official attendance to the Safe Harbor Target established in the School Accountability Data 10% by 2011.

**Action Plan**  
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Supervisor of School wide Attendance, ISC Attendance Personnel, Assistant Principals, SLC Coordinators, Lead Guidance Counselor, Guidance Counselors, the Parent Coordinator, Attendance Liaison, and Attendance Teachers, to increase parental outreach daily
- Will continue to explore new and/or analyze more efficient ways of contacting parents regarding student attendance at monthly meetings
- Will update and make current telephone contact data and share with all personnel
- Continue to conduct before school and after school activities targeting all risk youngsters.
- Attendance team will continue to meet weekly to discuss progress
- A 5% increase of official attendance by June 2011
- There will be an attendance contest by Small Learning Community which will be analyzed and posted monthly.
- There will be S.L.C. case conferencing regarding attendance.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Resources from grants the 21<sup>st</sup> Century, outside CBO's, Partnership with Child and S.T.A.R.R.,INC and others will continue to fund yearly /seasonal before and after school activities, such as the following:
  - Tutoring
  - Clubs
  - Teams
  - Group/Individuals Counseling
  - Workshops
  - Support Classes
  - Student Incentives

**Indicators of Interim Progress  
and/or Accomplishment**

*Include: interval of periodic  
review; instrument(s) of  
measure; projected gains*

- **Weekly Review of ATS data such as: RDAL, RSNS, RCUA, RISA,**
- **DISA, 407's,**
- **Monitor PAR monthly**
- **Attendance Data reviewed by Principal's Cabinet,**
- **Data Specialist disaggregated information by SLC's and or by content area**
- **Case conferencing will address specific students.**
- **Attendance recognition ceremonies will be held.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Graduation</b>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To meet and/or exceed the NYS/NYC requirements for graduation as per Safe Harbor target established in School Accountability data by June 2011. All students in this cohort will meet or exceed the mathematics performances standards of 136 to make the Safe Harbor target established. In school Accountability date by June 2011 through a seamless and unified curriculum.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The cohort will be monitored and graduation will be stressed by guidance counselors and social workers daily.</li> <li>• C.T.E. teachers, S.L.C. Coordinators and Assistant Principals will monitor and update their data in reference to the students in their cohort when changes occur</li> <li>• SLC Coordinators will work with their team to achieve academic success in their “Small Learning Community” to enhance success on a daily basis</li> <li>• Extensive outreach and communication will be spearheaded by the guidance department by the use of letters, report cards, parental interviews, phone master calls, backpack letters, translated letters and the Maxwell website. Guidance counselors, and attendance liaisons will work together to increase parental outreach daily</li> <li>• Guidance Counselors will target the high need students offering group &amp; individual counseling, monitoring their scholarship &amp; teacher daily attendance. Working closely with their teachers. Conducting case conferences with teachers, student &amp; parent/guardian when needed.</li> <li>• Students will be given intense support in their classes to optimize their chances of passing and graduating with their cohort. Multiple opportunities to make up classes such as P.M. School, Saturday School, Groundwork and Support classes will be given to all students. They will meet daily or weekly</li> <li>• Post-secondary options will be explored by the Guidance Counselors whenever they counsel students in regards to their academic progress.</li> <li>• All subgroups African Americans, Hispanic or Latino will be reviewed and offered assistance accordingly by using</li> </ul>

	<p>differentiating instructions. Those who need to pass Integrated Algebra Regents will be placed in the Integrated Algebra Regents classes. After school support classes will also be available to students for them to be ready for the exam by January or June 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Resources from 21<sup>st</sup> Century</li> <li>• Support classes.</li> <li>• Partnership With Children</li> <li>• Tax Levy Title I, SES-Learner First</li> <li>• VETA Carl Perkins Grant</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase in scholarship results</li> <li>• Increase the number of students taking and passing Regents.</li> <li>• Increase the number of students who obtain 11 or more credits for the school year</li> <li>• Increase the number of high risk students who pass their regents &amp; earn 11 or more credits for the school year</li> <li>• Increase the number of students who pass CTE certification and or licensing exams.</li> </ul>

**Mathematics**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2010, there will be a 5% increase in the number of students who pass the Integrated Algebra Regents. This will be measured by the Acuity diagnostic. Do your own diagnostics (DYO) and predictive exams, as well as scholarship data.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Ninth and tenth grade teachers will administer ITA's, diagnostic and predictive exams using the Acuity assessment System. Teachers will analyze the class and student level data to create customized individual assignments for their classes. This will help the teachers to create short and long term goals for their students based on their performance on the assessments.</li> <li>• Teachers will also create differentiated lessons using the process strands (problem solving, reasoning and proof, communication, connections and representation) to engage students in the mathematical content.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• The Mathematics department will collect data to strategically implement skill based lessons that address skill deficiencies.</li> <li>• Mr. Uwa will head the 2010 Cohort Initiative targeting at risk seniors who have yet to pass the Integrated Algebra Regents.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>This goal will be measured by a 5% increase in teachers using ARIS, tailoring pacing guides, and differentiating instruction. As teachers begin to use the data from ARIS to make instructional decisions, we expect an improvement classroom scholarship. This will be measured by workshop evaluations and formal/informal observations and Snapshots, study group, department conference and learning community conferences.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	65	65	65	65	65	60	64	65
10	104	85	70	124	74	40	53	70
11	70	65	50	121	121	60	23	34
12		45	40	115	140	25	25	34(Spark)

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**PART B. DESCRIPTION OF ACADEMIC INTERVENTION SERVICES**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>Achieve 3000 for students in the 9<sup>th</sup> grade who are level 1&amp;2.</b>  <b>Support classes after school for students who are having difficulty in their classes during their day and provide counseling.</b>  <b>Credit recovery through the Achieve Now Grant and counsel students.</b>  <b>Saturday School with counseling.</b></p>
<p><b>Mathematics:</b></p>	<p><b>Credit recovery through the P.M. School classes</b>  <b>One on one and group tutoring with content specialist</b>  <b>Saturday School</b>  <b>Counsel students in need</b></p>
<p><b>Science:</b></p>	<p><b>Credit recovery through the following programs</b>  <b>Saturday school with counseling</b>  <b>One on one and group tutoring with content specialist</b>  <b>P.M. School classes 2x's a week</b></p>
<p><b>Social Studies:</b></p>	<p><b>Support classes after school for students who are having difficulty in their classes during their day and counsel them.</b>  <b>Credit recovery through the Achieve Now Grant along with counseling</b>  <b>Saturday School</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>Students receive ongoing support, counseling, monitoring before, during, and after school</b>  <b>Counselors will be greeted by counselors in the morning when entering the cafeteria to discuss student progress and concerns.</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>One on one counseling as needed.</b>  <b>Sessions address student mental and emotional stability and academic support.</b>  <b>Students are referred to outside agencies and school CBO for additional support.</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>One on one counseling once a week for 45 minutes or as needed to improve motivation and subsequently their academic improvement.</b></p>
<p><b>At-risk Health-related Services:</b></p>	<p><b>SAPIS meets with groups of students to inform them of risks (AIDS, Pregnancy, drug addiction)</b>  <b>Health department conducts STD screening and Vision screening Condom distribution.</b></p>
<p><b>CTE</b></p>	<p><b>Credit recovery through independent studies Saturday and PM School, internships founded through VETA</b></p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_  
Non-LEP \_\_\_\_\_

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_  
\_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

**Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a)**

Grade Level(s) 9-12                      Number of Students to be Served: 43 LEP \_\_\_\_\_ Non-LEP  
Number of Teachers 2                      Other Staff (Specify) 2 paraprofessionals

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- |   |  |
|---|--|
| <b>I. school's language instruction program for limited English proficient (LEP) students</b>         | <b>V. language(s) of instruction</b>                         |
| <b>II. type of program/activities to improve mathematics, native and/or English language learning</b> | <b>VI. rationale for the selection of program/activities</b> |
| <b>III. number of students to be served</b>   | <b>VII. times per day/week</b>                               |
| <b>IV. grade level(s)</b>   | <b>VIII. program duration</b>                                |
|   | <b>IX. service provider and qualifications</b>               |

### ***Program Description***

The program for this year consists of after school tutoring for all ESL students, including those students who tested out in the Spring 2009 administration of the NYSESLAT. Unfortunately many of our students must attend Saturday school and P.M. school, thus, making it difficult to include as many students as we would like to include. Because our program is so small there is no criteria for selection, all current and former ELL students are welcome; we currently are available to serve a total of forty-two current students and eight students who have tested out of ESL but continue to need support. The tutoring sessions are conducted in English; the first language is used as needed.

### ***Tutoring Sessions***

The tutoring sessions address the difficulties our students have in their academic classes. Year after year, ESL students fail between one and six classes and accumulate very few credits. Of our 39 students last year, only two students passed all of their classes. Thus, as in the past, tutoring has been made available in all content areas to all students willing to stay after school. The target population is all ELL students in grades 9-12, general education and special education students. The language of instruction is English. The tutoring sessions take place four times a week and are provided by 6 fully licensed teachers. There is currently computer literacy tutoring, Social Studies, Math, Science, beginning ESL, and advanced ESL offered. All sessions meet for an hour a week for 20 weeks and include a content area teacher and an ESL teacher; there is also an Assistant Principal available. The supervisor in charge is dependent on the day. The groups for each tutoring session range include grades 9-12 and range between one and ten students. These tutoring sessions will start in November and will be held throughout the year for 20 sessions before the regents.

Because the tutoring sessions take place in a computer lab and in the library, the ELLs are better served because the ELLS are provided remedial help and allowed access to the computers and resources in the library.

Material used for these tutoring sessions include content area picture dictionaries, educational games, class texts, adapted instructional materials, glossaries, native language versions of Regents Exams, Regents-Prep materials, appropriate supplementary instructional materials, manipulatives such as models, maps, globes, science laboratory items, teacher-created lessons, glossaries, and computers, as needed.

Although we are hoping to get more students to attend now that the first marking period grades have been submitted, PM School continues to be an obstacle because many of the ELLs attend P.M. school, and Saturday School.

## **Rationale**

The rationale for such tutoring is simple; certified content areas teachers are better equipped to cover their respective curriculum and are more familiar with the corresponding regents than the ESL Teacher. Moreover, students tend to be intimidated in large classes, will not ask questions, and often get lost in a room with thirty four students. Students have benefited from the teacher to student ratio of our tutoring sessions in the past. Thus, the majority of our Title III monies will be used for per session.

## **Cultural Experiences**

Some of our monies will go towards paying transportation and admission expenses for trips taken with the students. Parents will be invited to be a part of these experiences as well. Specifically, all ESL students will be attending a performance either In the Heights or West Side Story on Broadway in connection to a thematic unit on the American Dream.

Additionally, we have many other plans for the spring. We hope to go the Museum of Natural History, take a walk across the Brooklyn Bridge, a walking tour of lower Manhattan, rent boats in Central Park and visit the Univision Television Station in New Jersey. We have visited Univision in the past and the experience was both educational and exciting. The students were able to be record a segment which was aired during the morning news, visit the studios, and meet the anchormen and anchorwomen. The Univision trip would be in connection to a newspaper unit.

## **Rationale**

These experiences will be new to many, if not all of our students. Unfortunately, our students rarely leave Brooklyn and know very little about the city they now call home. The monies will be used to pay for admission, rental fees, and travel expenses.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

---

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

The title III monies will be used to promote study groups between content area teacher and the ESL teachers. These study groups will permit the ESL students to benefit from the added support provided by the ESL teacher in the content areas. Title III will pay for two teachers one hour for 10 weeks.

The ESL teachers also meet and work on the ESL curriculum as an additional facet of the professional development. Training topics for this year will include subtopics of the Sheltered Instruction Observation Protocol in the hopes that the students will be better served by the entire staff having common strategies and approaches to teaching. Topics to be covered include: a brief overview of the demographic changes, the impact of NCLB on ELLs, academic literacy, language functions, formulating key vocabulary, manipulatives in the content areas, five examination of teacher scenarios, common word roots, Appropriate speech and proficiency levels, “Squeepers” and “Getting the Gist” activities, scaffolded outlines for the content area, comprehensible input, content and language objectives, Student Engagement, Language Experience Approach, ELLs with special needs, and Taxonomy for Learning, Teaching, and Assessing. The timeline for this professional development is twice a month throughout the year.

**Description of Parent and Community Participation**—Explain how the school will use Title III funds to increase parent and community participation ELLs

Title III monies will also be used to promote Parental Participation in their children's education. Parents have been invited to attend meetings which will address the many questions that they have about the New York City Public School System, Maxwell C.T.E High School's Programs and initiatives, the ESL program in particular. All parents will continue to be invited, in the hopes that we have some attend. Unfortunately, upon surveying the parents many are unable to come to school during the day because of work, and unable to attend evening meetings because of younger children and commuting issues. However, we will be holding two more meetings this year during the afternoon to address the students' progress and the next steps parents should take to ensure that their children pass all their classes and accumulate the necessary credits. In January there will be another meeting with the parents in preparation for the spring term, and in May a third meeting to discuss ELLs slotted to attend summer school. Because of the lack of familiarity with the New York City Public School System many of the parents are not aware that their children must attend summer school, some parents believe summer school to be optional.

The meetings will be conducted in both English and Spanish by the ESL Coordinator, with a student translator for the Bengali parent. Per session will be paid to the ESL Coordinator for eight hours to conduct these workshops.

Additionally, monies will be used to provide copies of transcripts, schedules, calendars of important dates, and other necessary information to the parents when they attend the Parent Orientations.

Parents will be invited to attend all trips, including Saturday matinees at the Manhattan Theatre Club.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$7,383.72	<p><b>After School Tutorial.</b></p> <p>6 teachers X 1 hour weekly X 20 weeks x 49.89=5986.80</p> <p><b>Study group</b></p> <p>2 teachers x 1 hour x 10 weeks x 49.89- 997.80</p> <p><b>Parent Workshops</b></p> <p>1 teacher x 8 hours x 49.89 =\$399.12</p>
Supplies and materials (100)	4816.28	<p>Supplemental .Materials</p> <p>Audio books will be purchased.</p> <p>Disposable material will be purchased for completion of alternative assessment.</p> <p>Native language books and bilingual dictionaries</p> <p>Independent Reading Libraries</p> <p>Supplies to make copies of school policy and materials needed for parent meetings and staff development</p>
Travel/ Rental (400)	250.00	<p>Student Transportation via New Jersey Transit bus,</p> <p>rental of rowboats for Students</p>
Other: Student Admissions	2,350.00	<p>Student admission fees to shows and trips</p> <p>In the Heights or West Side Story on Broadway</p> <p>Museum of Natural History, walk across the Brooklyn Bridge, Univision Television Station in New Jersey and walking tour of lower Manhattan,</p>
Other: Parent Materials	200.00	<p>These monies will be used to provide packets and written materials for the parents.</p>
<b>TOTAL</b>	<b>15,000.00</b>	

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) LAP to this CEP.

---

### **Language Allocation Policy**

School/District 660K / 19

Date October 30, 2010

Please describe the Language Allocation Policy your team developed for 2009-2010

Begin by describing your school demographics.

Based on your school analysis:

- describe each program model (TBE,DL,ESL)
- for each program model in your building, articulate the LAP. Be sure you analyze the EIGHT principles indicated in the Facilitator’s Guide (black binder). Discuss all of those that are applicable to your school and how they will be implemented.
- indicate the percentage of time allocated to each language and language/s of instruction
- use the “Language Allocation Policy Framework” as a reference
- what professional development opportunities will be offered to your staff to ensure that each person in your school will be able to articulate this policy

Maxwell’s Language Allocation Policy emphasizes Principles 2, 4, and 8 because we only have a Free-Standing ESL program. Principles 3, 5, 6, and 7 are geared towards Dual Language, Transitional Bilingual Education, and Bilingual Education programs. Academic Rigor, Principle 2, has always been a priority in instruction. Students are asked to do more than complete grammar exercises and test reading comprehension; they are expected to complete research projects using the internet and reference materials, participate in webquests, create Powerpoint presentations, adapt novels and create children’s books, analyze non-fiction materials, and quotations, develop their note taking skills and be able to synthesize information, explore poetry, and develop their oratory skills. Principle 4, which dictates exclusive use of English in instruction, is also emphasized; the second language is only used when absolutely necessary. The children are deterred from using their second language as a crutch. Finally, Principle 8 is of the utmost importance. We currently have

one fully-licensed ESL teacher, and the permanent certification of the other ESL teacher, Ms. Cunalata, is in process. Ms. Cunalata is fully-licensed in English, has a Masters in TESOL, has already passed the TESOL examination, has had her application reviewed by the state, and is in need of three credits to fulfill the requisites for ESL certification.

Maxwell currently offers a free-standing English as Second Language Program, which complies with the mandated CR Part 154 requirements; we currently do not have a bilingual program. There are three course levels offered: Beginning, Intermediate, and Advanced. All courses are programmed in accordance with the NYSESLAT results and are comprised of students in grades 9-12; there are also Special Education students at all levels. The courses are taught by one fully-certified teacher and one partially-certified teacher. The partially certified teacher is fully-licensed in English, has a Masters in TESOL and has applied for TESOL certification. Copies of all licenses and certifications are on file.

As per the Program Selection forms reviewed, parents have consistently chosen to enroll their children in our freestanding ESL program. If a bilingual program is requested and we have enough students, we will implement a bilingual class.

Parental input is incredibly important and we will continue to reach out to our parents so that they will make informed decisions about their child's education. Currently, any necessary translation is done in house. The ELL coordinator is fully bilingual in Spanish and is able to communicate with the vast majority of the parents. We currently have thirty-one speakers of Spanish, one speaker of Haitian Creole, and one speaker of Bengali. A student translator is available to communicate with the Bengali parent. Parent outreach forms are translated by the coordinator, except for Bengali which is sent out. The procedure in place is simple: the teachers, counselors, and administration contact either the ELL coordinator or the parent coordinator to ascertain a timely translation of necessary documents. Turnaround time is roughly two weeks.

Students on all levels are assessed through Acuity, the Pearson Performance Assessment, In-house diagnostics, leveled readings, teacher-prepared exams, portfolios, and in-class assignments. Students' native language is also used to supplement instruction and expedite acquisition of concepts as deemed necessary by the teachers. In addition, there are bilingual dictionaries and content area glossaries available in the classroom to assist the students in their classwork.

Maxwell's ELL population used to fluctuate between sixty-four and seventy-eight students. However, during academic year 2008-2009, we only had thirty-six LEP students. During this academic year 2008-2009, forty students are designated as LEP, but only

thirty-four students are currently on the ESL rosters because six students are X-coded. Currently, the ELL population represents 4% of school's population. There are fourteen freshmen, fourteen sophomores, six juniors, and two seniors, including special education students. Many of our students have been in an English as a Second Language or Bilingual Education programs for their entire academic careers. Presently, we have seventeen Long- Terms ELLS , including eight Special Education students. Our ELLs with four to six years in an English as a Second Language Program or Bilingual Education Program amount to nine and there are eight students with three years or less in a program. Among the languages represented are Spanish, Bengali, Arabic, and Haitian Creole. There are thirty-one Spanish speakers, one Bengali speaker, one speaker of Arabic and one speaker of Haitian Creole.

After a review of the NYSESLAT results, the teacher's observations were confirmed. The examination measures students' abilities with two subtests; one in listening and speaking abilities and the other in reading and writing abilities. Students have always acquired a functional use of their oral skills before they have been able to achieve fluency in their reading and writing. As a result, an emphasis has and will continue to be placed on the reading and writing components of the curriculum. Specifically, the juniors and senior curriculum includes a Regents and RCT component. Additionally, focus will also be placed on Listening skills after noting that our students had difficulty on the Listening section of the Pearson Performance Assessment.

Having reviewed the test results for English, Math, and Social Studies State Examinations, a pattern became obvious. Many of our students do not pass the examination their first time, but they are able to pass as juniors. However, there are a few students who have to retake the exam in senior year. The results for the academic year 10- 11 are as follows: three freshmen took the Integrated Algebra examination and only one student received a passing grade, two sophomores took the Living Environment Exam and both passed, two juniors took the US History RCT exam and only one passed, one of four sophomores who took the Integrated Algebra exam earned a passing grade, two of four sophomores who took the Global Regents passed, and the only senior who took the Global Regents passed. Unfortunately, our biggest problem is finding a way to make our students accountable; they do not show up for the Regents. In June 2007 for instance, of the 31 ESL students scheduled to take the US History Regents, nine were absent. Of the eight students scheduled to take the ELA Regents, only four sat for the test. Of the seventeen ESL students scheduled to take the Living Environment Regents, thirteen were absent. Of the thirteen ESL students scheduled to take the Math A Regents, six were absent. For many of these students language is not the issue. The exams are offered in the Native Language upon request and in the past only two

students have taken the Living Environment exam in Spanish. Because many of our students are American-born they do not have a functional use of the “first language”.

Because the majority of our students are Long Term ELLS, we have structured our ESL classes to reflect the ELA classes offered to our mainstream population. All courses follow the guidelines established by the New York State Core Curriculum for English as a Second Language in the Secondary Schools and both the English as a Second Language Standards and the English Language Arts Standards. Courses are implemented using a balanced literacy approach while the curriculum is geared towards the multiple intelligences. Emphasis is placed on the Habits of a Good Reader, Independent Reading, Guided Reading, Writing Workshop, Four Square Writing, Regents preparation, vocabulary acquisition, acquisition of academic language, oral fluency, and collaborative learning. Students have access to audio stations, an online language program, reference materials, and a multi-level in-class library which includes audio books and adapted texts. With the help of their teacher, ELL students can approach near-native fluency in English language skills. Fluency must include cultural literacy and the development of content-based academic language. Additionally, tutoring and mentoring opportunities are made available to all students. Specifically, there is one-on-one tutoring with the ELL Coordinator which is carried out through a pull out method during the child’s scheduled ESL class, as necessary. Students considered to have interrupted formal education are given additional support. There is also after school tutoring funded by Title III offered Monday through Thursday. Students who have tested out are also welcomed to attend tutoring. In addition to tutoring, the ESL department has a wide variety of resources available. Every aspect of the students’ development is taken into consideration, as well as their proficiency levels. We have bilingual dictionaries, content area dictionaries, electronic dictionaries and thesauri for each student, content area adapted texts, adapted literary classics, a media cart, an electronic Jeopardy game designed for each player to have a remote, audio stations, books on tape, auditory skill texts that focus on speaking, listening, reading, and writing, and a wide variety of learning games.

Maxwell's Language Allocation Policy team includes teachers from the different content areas, the Assistant Principal of English as a Second Language, the ESL teachers and the ESL Coordinator. The members are: Sunita Blah, Chrisann Lucchetto, Meldryn Ortiz, Robert Heinrich, and Julisa Cunalata. As part of Maxwell’s staff development, there will be a series of workshops provided for the ESL teachers serving our English Language Learners. One of these workshops will focus on the ELL student with

special needs. The other workshops will focus on the ELL student in the ELA/ESL classroom. Among the topics that will be addressed are collaborative learning strategies, adapting lessons to incorporate the multiple intelligences, project-based learning, infusing technology into the classroom, development of thematic units, “conferencing” tips, Four Square Writing, R.A. F. T (Role/ Audience/ Form/ topic) approach to non-fiction writing, and different methodologies that can be used with the beginning, intermediate, and advanced level students to ensure that classes are rigorous. Staff development will be provided by the ELL Coordinator and a Special Education Teacher. The training will be on-going and include intervisitation between the coordinator and ESL teacher. The coordinator is also going to visit the International and Newcomer High Schools in order to improve students' academic progress and redesign curriculum.

**Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

---

Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2008-2009: 46  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

***Demographics***

Maxwell Career & Technical Education High School currently has 735 students enrolled. General Education students represent 79% and Special Education students represent 21% of the population. The racial breakdown is 70% Black, 26% Hispanic, and the remaining students are either American Indian/Asian, White, or not specified. 30% of our students scored in the lowest third.

English Language Learners currently represent 3.8% of the schools population, of our 36 ELL students 11 are special education as well. The language spoken by our ELLs are Spanish, Arabic, Bengali, and Haitian Creole. Our ELLs range from 9 -12 grades.

**Program Description**

Maxwell currently offers a free-standing English as Second Language Program, which complies with the mandated CR Part 154 requirements. Students are initially identified by the guidance counselors through personal interviews, the List Notice Report and RLAT report. After ascertaining that the students are eligible, the coordinator runs Exam History reports for all the students to confirm that both the LAB-R and the NYSESLAT were administered to the students upon admittance to the New York City public school system. Because we do not presently have a bilingual program at Maxwell CTE High School, newcomers do not usually enroll in the school and the LAB R is rarely administered. The NYSESLAT is administered every year as per the state requisites.

There are three course levels offered: Beginning, Intermediate, and Advanced. The Beginning level, which consists of 6 students, receives 540 minutes of instruction. The intermediate level, which services 16 students, receives 360 minutes of instruction. The advanced class, which consists of 12 students, receives 180 minutes of instruction in ELA and 180 minutes of ESL support. We do not currently have a Bilingual Program, but if the need arises, we would address the request promptly.

All courses are programmed in accordance with the NYSESLAT results and are comprised of students in grades 9-12; there are also Special Education students at all levels. The special education students are serviced as per their IEP. Thus, we currently have five students that are designated as X-coded.

Because the majority of our students are Long Term ELLS, we have structured our ESL classes to reflect the ELA classes offered to our mainstream population. All courses follow the guidelines established by the New York State Core Curriculum for English as a Second Language in the Secondary Schools and both the English as a Second Language Standards and the English Language Arts Standards. Courses are implemented using a balanced literacy approach while the curriculum is geared towards the multiple intelligences and includes differentiated instruction. Emphasis is placed on the Habits of a Good Reader, Independent Reading, Guided Reading, Writing Workshop, Four Square Writing, Regents preparation, vocabulary acquisition, academic language, technological literacy, cultural literacy, oral fluency, and collaborative learning. In addition, five of our ELA teachers have completed the Quality Teaching for English Learners (QTEL) program and have incorporated QTEL strategies in to all their classes.

In addition to the QTEL strategies, our ELLs also benefit from the plethora of instructional materials made available to them. Currently, we will be using components of the Springboard program with all ESL students. We have also acquired a collection of adapted texts from Nexttext and Globe Fearon, including titles such as Ethan Frome, The Odyssey, Gulliver's Travels, The Adventures of Huckleberry Finn, Macbeth, Romeo and Juliet. We also have native language texts and audio books to aid in comprehension. Educational games and an electronic version of Jeopardy are used to enhance learning experiences in the classroom.

In conjunction with the Assistant Principal of English as a Second Language, data is analyzed to ensure that students' deficiencies are being addressed. For example, ELL Regents scores have become an indicator that students need intensive remedial help in all areas, especially history and math.

Exam	1-25	26-54	55-75	76-95
English Regents	1	0	3	0
Chemistry Regents	-----	-----	-----	-----
Living Environment Regents	0	0	2	0
Physics Regents	-----	-----	-----	-----
Math B Regents	-----	-----	-----	-----
Integrated Algebra/ Math A	1	4	3	0

<u>Regents</u>				
U.S. History Regents	6	13	3	0
Global History Regents	0	2	3	0
Total	8	19	14	0

---

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Curricula in the content areas are the same for general education and special education. Additionally, the needs of ELLs are addressed with differentiated instruction, bilingual dictionaries and bilingual glossaries from the DOE website.

The English Language Arts course of study consists of eight terms of instruction built around reading, writing, speaking, listening and viewing and acknowledges the importance of conventions, literature, public discourse and functional documents. Our course of study is directly aligned to New York City’s English Language Arts Performance Standards. These performance standards are attained through the emphasis on the Balanced Literacy initiative with a focus on the development of various Skill(s) of the Week, Grammar of the Week, Writing Genre of the Month, and Word(s) of the Day.

During the 2007-2008 academic year the ELLs worked with a teaching artist from Manhattan Theater Company. They participated in a week long theater workshop and attended a performance of The Receptionist at the City Center. The students have also worked with a LEAP project dance instructor who taught them dances from around the world. During the 2008-2009 academic year, the ELLs worked with a cartoonist from LEAP to create graphic novels. In addition, the ELLs also participated in workshops provided by The Spanish Repertory.

Further support is provided through the Extended Day School Program, classes designed to provide all students, including ESL, an opportunity to make up classes and earn necessary credits. Tutoring is also available during their lunch periods and after school.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

At Maxwell, there are various extracurricular activities. Among these activities and clubs are Choir, Cheerleading Club, Caribbean Club, Spanish Club, Photography Club, Bowling Team, Softball Team, Basketball team, Baseball Team, Dance Squad, Handball Team, Art Club, Computer Club, Peer Mediation, National Honor Society, Geography Club, School Newspaper, yearbook among others. All ELLs are invited to participate in all activities.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

The parents are key in deciding their children's educational program. An ESL program has been the preferred choice in the past. If in the future we have parents who opt for a bilingual program we will address their wishes.

There are thirty Spanish speakers, one Bengali speaker, and two Dutch speakers. Every effort is made to maintain an open line of communication between the teachers and parents; however, very few parents take an active role in the school due to employment and family responsibilities. Because the ESL Coordinator is Spanish-speaking, she is able to maintain communication with the majority of the parents and serves as an interpreter when parents have appointments with counselors, attendance teachers, or teachers. Additionally, pedagogues and student translators are asked to translate for the speakers of other languages, as needed.

To further ensure parents' involvement in their children's education, three orientations have been scheduled. One orientation was in November, the second will be in February, to prepare for the spring term and discuss children's progress, and the other in May to address summer school and the procedures for September. Topics which will be discussed are promotion criteria, ELA testing, NYSESLAT testing, Regents, tutoring programs, translation services, important dates such as report card distribution, regents week, PTA meetings, among others. Those parents who do not attend will be contacted by phone, so as to establish contact and facilitate communication between the parents and teachers.

II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

All parents of incoming ELLs were invited to an Orientation held in August. During this orientation, support staff was introduced, rules and regulations were reviewed and course outlines were distributed. The orientation included a Q & A session.

- III. Staff Development (2007-2008 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies. Currently, professional development for ESL staff and all pedagogues is carried out in the school, both by pedagogues and outside agencies. Maxwell is currently working with High Schools that Work. Fortunately, we have many opportunities for professional development in our school. Small Learning Communities meet twice a week and offer an opportunity to turnkey professional development workshops for all pedagogues. Content Area Meetings are held twice a month and allow teachers to share their best strategies within their subject. The ESL Coordinator and ESL teacher also meet for study groups weekly as part of our professional development.

Professional Development topics will include different ESL approaches and strategies which can be easily implemented into the content areas, such collaborative learning strategies, assessing prior knowledge, improving listening skills and notetaking, role playing, learning to read and reading to learn, development of oral skills, meeting needs of ELLS, academic language, development of thematic units, differentiating instruction, data as a basis for instruction, project-based learning, adapting lessons to incorporate the multiple intelligences, infusing technology into the classroom, use of glossaries for Regents preparation, criteria for evaluating instructional materials, use of multicultural literature, and instructional adaptations for English language learners with special needs.

In addition to the professional development offered in school, the ESL coordinator and the ESL teacher will attend workshops offered through the Office of ELLs and turnkey the information.

Among the topics that have/will be addressed as part of the in-house professional development are:

- Examining BICS versus CALP
- Coping with the preliterate student
- Periodic Assessment Review
- Preparing to co-teach
- Using ELL specific Data to drive instruction
- Using RAFT and other differentiated Instruction

- ESL support in the content areas
- Quality Teaching for English Learners

IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Maxwell provides countless support services for all of our students, including all ELLs. Each small learning community has a guidance counselor, attendance liaison, a dean and an assistant principal. We have speech therapists, psychologists, counselors, a nurse, paraprofessionals, a college advisor, a media specialist, a LYFE center for students with children, and most recently the school was reorganized with a S.L.C. Community on each floor. Through the advisories, all pedagogues in the building become additional support staff to all students.

V. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**Not Applicable**

**Number of Teachers and Support Personnel for 2009-2010**

**School Building:** Maxwell Career & Technical Education High School **District** 19

**List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.**

School Building	Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals* **	Sub- Total	
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
K660		1		1		0	2
<b>TOTALS</b>		1		1		0	Grand Total 2

\*

The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

**UPDATED – OCTOBER 2010**

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.**



Student Line Schedule

School DBN: 19K660

School Name: WILLIAM H. MAXWELL HIGH SCHOOL

Year: 2010

Term : 1

Sort : Student Name

Omit Room = Yes

Name	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
HOSSAIN,ALAMGBR 214812752 Counselor:CROWELL, GAY Official Class: M72		H7M/1 201/MTWRF OPLACHKO A	E7M/1 254/MTWRF ANDERSON M	VSM1/1 264/MTWRF FARETTA C	PP0/7 440/MTWRF GODELMAN M	MR2/1 524/MTWRF HUNER Y	ZL472 CAFEMTW RF	FSIG1 404/MTWRF CASTILLO A	GS-8 221/MTWRF GARNER A	LSA11/1 304/MTWRF CUNALATA J					



**Student Line Schedule**



School DBN: 19K.660

School Name: WILLIAM H. MAXWELL HIGH SCHOOL

Year: 2010

Term : 1

Sort : Student Name

Omit Rows

Name	ID	0	1	2	3	4	5	6	7	8	9	10	11	12	13
ARIAS, DANIELO	225879964		PP0/1 360/MTWRF TURNER C	H13/1 251/MTWRF WU C	SBA/2 251/MTWRF SQUIRES K	ME1E1/1 251/MTWRF HENRY MCKAY K	ME1E1/1 251/MTWRF HENRY MCKAY K	LBG9/1 304/MTWRF ORTIZ M	ZL47/3 CAFE/MTW RF	LSB9/1 304/MTWRF ORTIZ M	LSB9/1 304/MTWRF ORTIZ M				



Student Line Schedule



School DBN: 19K660

School Name: WILLIAM H. MAXWELL HIGH SCHOOL

Year: 2010

Term : 1

Sort : Student Name

Omit Room #: Yes

Name	ID	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
FERNANDEZ, FELIX 267826279 Counselor: KARUL REEDER Official Class: M9E			MG1PN/1 509/MTWRF NURSE O	PP0/3 440/MTWRF JOSEPH R	PHH/2 262/MTWRF NURSE O	SL1PN/1 520/MTWRF RAMNARIN E Y	LS19/1 304/MTWRF CUNALATA J	LIN9/1 304/MTWRF ORTIZ M	ZL47/3 CAFE/MTW RF	H33PN/1 516/MTWRF JOHNSON R	E11S@/1 521/M----- LILLY E  H21S@/3 515/-----F JOHNSON H  SL1S@/3 521/---W--- LILLY E  VH13/1 239A/-T-R- - SQUIRES K	E11S@/1 521/M----- LILLY E  H21S@/3 515/-----F JOHNSON H  SL1S@/3 521/---W--- LILLY E	E11S@/1 521/M----- LILLY E  H21S@/3 515/-----F JOHNSON H  SL1S@/3 521/---W--- LILLY E			



**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A(1)(a)**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP** \_\_\_\_\_

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a)**

Grade Level(s) 9-12                      Number of Students to be Served: 36 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_  
Number of Teachers 2                      Other Staff (Specify) 2 paraprofessionals

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- X. school's language instruction program for limited English proficient (LEP) students**
- XI. type of program/activities to improve mathematics, native and/or English language learning**
- XII. number of students to be served**
- XIII. grade level(s)**
- XIV. language(s) of instruction**
- XV. rationale for the selection of program/activities**
- XVI. times per day/week**
- XVII. program duration**
- XVIII. service provider and qualification**

### **Program Description**

The program for this year consists of after school tutoring for all ESL students, including those students who tested out in the Spring 2009 administration of the NYSESLAT. Unfortunately many of our students must attend Saturday school and P.M. school, thus, making it difficult to include as many students as we would like to include. Because our program is so small there is no real criteria for selection, all current and former ELL students are welcome; we currently are available to serve a total of thirty-six current students and five students who have tested out of ESL but continue to need support. The tutoring sessions are conducted in English; the first language is used as needed.

### **Tutoring Sessions**

The tutoring sessions address the difficulties our students have in their academic classes. Year after year, ESL students fail between one and six classes and accumulate very few credits. Of our 39 students last year, only two students passed all of their classes. Thus, as in the past, tutoring has been made available in all content areas to all students willing to stay after school. The target population is all ELL students in grades 9-12, general education and special education students. The language of instruction is English. The tutoring sessions take place four times a week and are provided by 6 fully licensed teachers. There is currently computer literacy tutoring, Social Studies, Math, Science, beginning ESL, and advanced ESL offered. All sessions meet for an hour and include a content area teacher and an ESL teacher; there is also an Assistant Principal available. The supervisor in charge is dependent on the day. The groups for each tutoring session range include grades 9-12 and range between one and ten students, depending on attendance. These tutoring sessions will start in November and will be held throughout the year.

Because the tutoring sessions take place in a computer lab and in the library, the ELLs are better served because the ELLs are provided remedial help and allowed access to the computers and resources in the library.

Material used for these tutoring sessions include content area picture dictionaries, educational games, class texts, adapted texts, glossaries, native language versions of Regents Exams, Regents-Prep materials, appropriate textbooks, manipulatives such as models, maps, globes, science laboratory items, teacher-created lessons, glossaries, and computers, as needed.

Although we are hoping to get more students to attend now that the first marking period grades have been submitted, PM School continues to be an obstacle because many of the ELLs attend P.M. school, and Saturday School.

### **Rationale**

The rationale for such tutoring is simple; certified content areas teachers are better equipped to cover their respective curriculums and are more

familiar with the corresponding regents than the ESL Teacher. Moreover, students tend to be intimidated in large classes, will not ask questions, and often get lost in a room with thirty four students. Students have benefited from the teacher to student ratio of our tutoring sessions in the past. Thus, the majority of our Title III monies will be used for per session.

### **Cultural Experiences**

Some of our monies will go towards paying transportation and admission expenses for trips taken with the students. Parents will be invited to be a part of these experiences as well. Specifically, all ESL students will be attending a performance on Broadway in connection to a thematic unit on the American Dream.

Additionally, we have many other plans for the spring. We hope to go the Museum of Natural History, take a walk across the Brooklyn Bridge, a walking tour of lower Manhattan, rent boats in Central Park and visit the Univision Television Station in New Jersey. We have visited Univision in the past and the experience was both educational and exciting. The students were able to be record a segment which was aired during the morning news, visit the studios, and meet the anchormen and anchorwomen.

### **Rationale**

These experiences will be new to many, if not all of our students. Unfortunately, our students rarely leave Brooklyn and know very little about the city they now call home. The monies will be used to pay for admission, rental fees, and travel expenses.

***Professional Development Program*** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

The title III monies will be used to promote study groups between content area teachers and the ESL teachers. These study groups will permit the ESL students to benefit from the added support provided by the ESL teacher in the content areas.

The ESL teachers also meet and work on the ESL curriculum as an additional facet of the professional development. Topics for the Professional Development will include Cross Curricular Projects, RAFT projects, Using Rubrics to Measure Progress, Using Data to drive instruction, Using the Pearson Periodic Assessment Tools, Co-Teaching, Coping with Preliterate and Struggling Students. The timeline for this professional development once a month throughout the year.

***Description of Parent and Community Participation***—Explain how the school will use Title III funds to increase parent and community participation  
ELLs

Title III monies will also be used to promote Parental Participation in their children's education. Parents have been invited to attend meetings which will address the many questions that they have about the New York City Public School System, Maxwell C.T.E High School's Programs and initiatives, the ESL program in particular. All parents will continue to be invited, in the hopes that we have some attend. Unfortunately, upon surveying the parents many are unable to come to school during the day because of work, and unable to attend evening meetings because of younger children and commuting issues. However, we will be holding two more meetings this year during the afternoon to address the students' progress and the next steps parents should take to ensure that their children pass all their classes and accumulate the necessary credits. In January there will be another meeting with the parents in preparation for the spring term, and in May a third meeting to discuss ELLs slotted to attend summer school. Because of the lack of familiarity with the New York City Public School System many of the parents are not aware that their children must attend summer school, some parents believe summer school to be optional. The meetings will be conducted in both English and Spanish by the ESL Coordinator, with a student translator for the Bengali parent.

Additionally, monies will be used to provide copies of transcripts, schedules, calendars of important dates, and other necessary information to the parents when they attend the Parent Orientations.

Parents will be invited to attend all trips, including Saturday matinees at the Manhattan Theatre Club.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$7,383.72	<b>After School Tutorial.</b>  6 teachers X 1 hour weekly X 20 weeks x 49.89=5986.80  <b>Study group</b> 2 teachers x 1 hour x 10 weeks x 49.89- 997.80  <b>Parent Workshops</b> 1 teacher x 8 hours x 49.89 =\$399.12
Supplies and materials (100)	4816.28	Supplemental .Materials Audio books will be purchased. Disposable material will be purchased for completion of alternative assessment. Native language books and bilingual dictionaries Independent Reading Libraries Supplies to make copies of school policy and materials needed for parent meetings
Travel/ Rental (400)	250.00	Student Transportation via New Jersey Transit bus, rental of rowboats for Students
Other: Student Admissions	2,350.00	Student admission fees to shows and trips In the Heights or West Side Story on Broadway Museum of Natural History, walk across the Brooklyn Bridge, Univision Television Station in New Jersey and walking tour of lower Manhattan,
Other: Parent Materials	200.00	These monies will be used to provide packets and written materials for the parents.
<b>TOTAL</b>	<b>15,000.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

---

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

At the beginning of every school year, the home languages for the English as a Second Language Students are confirmed on ATS. In addition, the parents are contacted to ascertain that communication in English is a viable option. Currently, we have 36 English Language Learners and four home languages: one speaker of Haitian Creole, one speaker of Arabic, one speaker of Bengali, and thirty three speakers of Spanish. The ELL coordinator is fluent in Spanish and thus facilitates both oral and written communication with the parents. The Bengali parent is contacted through a student/parent interpreter as needed.

Our current needs are parent contact letters, and school announcements. In house interpretation is also needed for Parent Teacher Conferences.

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

The staff is aware that the ELL coordinator is available for translation. The coordinator has translated parent contact letters, student contracts and interpreted for the teachers during parent teacher conferences. Translated documents for the DOE website have also been made available. Although there has been outreach to the Bengali parents, they rarely visit the school. The ELL Coordinator has translated S.L.C. documents that are sent to parents (one side English/other side is Spanish).

The ELL Coordinator has translated SLC documents that are sent to parents (one side English/other side is Spanish).

## Part B: Strategies and Activities

---

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

The school will continue to provide pertinent written documents to all parents. The translations will be done in house by the ELL coordinator, a pedagogue who speaks Haitian Creole, and a volunteer parent/ student interpreter. Items to be translated must be given to the ELL coordinator or bilingual pedagogue a week prior to the date needed.

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

As for oral interpretation services, the ELL coordinator, a bilingual secretary and an attendance liaison are available to interpret when parents visit the school.

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

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	774,044	142,658	916,702
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,740	1,426	9,166
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	38,702	*	
4. Enter the anticipated 10% set-aside for Professional Development:	77,404	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 90%
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. Revising programming procedures/Attendance at job fairs/By present staff securing proper certification.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

Please see below and:

- Provide additional tutoring for students
- Offer instruction during Saturday School
- Offer instruction during PM School
- Provide special tutoring preparation immediately prior to Regents Examinations

- Emphasize rigor in all observations
- Stress the importance of utilization of “Differentiated Instruction”
- Provide a well developed program for ELL Students
- Provide academic encouragement for lowest 3<sup>rd</sup> students
- Implement a school effort to enhance staff and counselor awareness of students in the lowest 3<sup>rd</sup>

3. Instruction by highly qualified staff.

- Please see Appendix 4 - #6

10. Coordination and Integration .....

- Peer mediation/Peer negotiation

- **Students will receive the opportunity to take AP courses and accelerated College Now classes.**
- **Through additional grants we address the needs of all students according to their academic abilities by offering counseling, mentoring services, college and career awareness and internships.**
- **All teachers monitor their students by case conferencing and maintaining an individual portfolio assessment for each one of their students**

3. Instruction by highly qualified staff.

**Answer:**

**Whenever possible only highly qualified/licensed teachers will be recruited.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

**Professional development will be provided by various sources; such as**

- **HSTW**
- **Staff lead teacher**
- **LSO**
- **ISC**
- **Assistant Principal Supervision**
- **Assistant Principal ELL**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**In collaboration with the ISC and Division of Human resources we will ensure the selection of highly qualified teachers in both academic and CTE courses of study.**

6. Strategies to increase parental involvement through means such as family literacy services.

**See School/Parent Compact and School Parent Policy**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

***Teachers will participate in SLC meetings twice a week and content area meetings once a week in order to keep all teachers up to date with information needed to improve the achievement of individual students.***

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

***See Part B: Academic Intervention services page 14***

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Peer mediation/Peer negotiation



Our m  
e

Willian  
a partne

I. Gene

Willian

- 
- 
- 
- 
- 
- 
- 
- 
- 

***WILLIAM H. MAXWELL CAREER & TECHNICAL  
EDUCATION HIGH SCHOOL***

***SCHOOL  
PARENT INVOLVEMENT  
POLICIES***

oting and  
and

at fosters  
EA).

lementary  
ation with

SEA, and

es for the  
formation  
n request,

t A funds

cedures in  
academic

- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
- The school will continue to implement the position of a full-time Parent Coordinator who will continue to be responsible for promoting parent engagement and address parent's questions and concern.
- The school will continue to have a parent resource room where they will feel welcome and can coordinate activities for parental involvement; also the room will be equipped with a desk, computer, and a phone where parents will be able to reach other parents when necessary.
- The parent coordinator will continue to facilitate and provide monthly workshops with parents on family literacy, child development, promotion policy, health and nutrition, parental skills, mentoring academic performances.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. **William H. Maxwell Career and Technical Education High School** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by October 31 of each year in order to adopt this policy.
2. **William H. Maxwell Career and Technical Education High School** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.

- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **William H. Maxwell Career and Technical Education High School** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs.
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Teacher Association (PTA), Title I Parent Advisory Council (PAC), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State’s academic content standards
  - the State’s student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: **(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)**
- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school’s participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2006.
- School publications (i.e. pamphlets, newsletters, phone master, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by back pack to all parents, two weeks before the start of the month.
- Saturday classes for English as a Second Language (ESL), Computer and Sewing, Fashion, Cosmetology, Yoga/Fitness/Aerobics workshops may be held for parents.

- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, cosmetology and fashion design and computer technology.

### **School Visitations:**

Parents with children attending **William H. Maxwell Career and Technical Education High School** are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/PAC meetings,
- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

### **Professional Development:**

**William H. Maxwell Career and Technical Education High School and CSD 19** will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

**Professional Development** is provided by the National Coalition of ESEA Title I Parent and Region 11. There will be Conferences to familiarize Title I PAC parents with their role, responsibilities and national incentives that promote academic success. It is recommended that one 1-3 PAC member or a PTA member attend each conference.

**Professional Development** is provided for parents at District 19 annual events and activities.

**ELL Professional Development:** City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** City-wide, Regional and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

### **Project Funding:**

**William H. Maxwell Career and Technical Education High School** will set-aside a minimum of 1% of the Title 1 funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

**William H. Maxwell Career and Technical Education High School** will use parental involvement Title 1 funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meetings.

### **Responsibilities of the Title I Parent Advisory Council:**

In order to maintain the effectiveness of **William H. Maxwell Career and Technical Education High School** Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of the school and district parent involvement policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC Representatives:**

Members of Title I Parent Advisory Council must be a parent of a child attending **William H. Maxwell Career and Technical Education High School** and elected by parent membership.

### **Election/Voting Procedures:**

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of **8 (eight)** parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending **William H Maxwell Career and Technical Education High School** can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

### **Duties of PAC Officers:**

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of **William H. Maxwell Career & Technical Education High School** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council/City-wide Title 1 meeting and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, etc, and be an ex-officio member of all committees except the nominating committee.

**The Co-Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's budget.

**The Secretary** will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping:**

Schools are required to maintain documents that substantiate Title I/PAC parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as impress forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

### **III. Adoption:**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **PTA President and Title I PAC Chair**. This policy was adopted by the **William H. Maxwell Career and Technical Education High School on Tuesday, September 29, 2009** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 13, 2009.

### **IV. Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.



The New York City Department of Education  
WILLIAM H. MAXWELL CAREER & TECHNICAL EDUCATION HIGH SCHOOL  
Jocelyn Badette, Principal  
145 Pennsylvania Avenue, Brooklyn, New York 11207

A Knowledge Network Learning Support Organization

**Phone: (718) 345-9100**

**Fax: (718) 345-5470**

***WILLIAM H. MAXWELL CAREER & TECHNICAL  
EDUCATION HIGH SCHOOL***

***SCHOOL/PARENT COMPACT***

**William H. Maxwell Career and Technical Education High School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009 - 2010.

**The school and parents working cooperatively to provide for the successful education of their children agree:**

**School Responsibility:**

**Parent Responsibility:**

<b>William H. Maxwell Career and Technical Education High School will:</b>	<b>The Parent/Guardian will:</b>
<ul style="list-style-type: none"> <li>• Provide high-quality rigorous curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows:               <ul style="list-style-type: none"> <li>• To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</li> <li>• To provide high quality curriculum and instruction.</li> <li>• To provide students with the educational materials necessary to achieve success.</li> <li>• To provide opportunities for parents to participate in school-wide activities.</li> <li>• To deal with communication issues between teachers and parents through – parent-teacher conference, frequent reports to parents on their child’s progress, reasonable access to staff and opportunities to participate in and observe their child’s class.</li> </ul> </li> <li>• Hold parent-teacher conferences (annually in high schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will: provide parents with frequent reports on their children’s progress. These</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting positive use of my child’s extracurricular time               <ul style="list-style-type: none"> <li>• Monitoring attendance</li> </ul> </li> <li>• Provide a quiet place to do homework and set aside a specific time to do homework.</li> <li>• Study areas should be well-lit and well-equipped with supplies and review and check homework assignments.               <ul style="list-style-type: none"> <li>• Making sure that homework is completed</li> <li>• Monitoring amount of television their children watch</li> <li>• Volunteering in my child’s classroom</li> <li>• Participating as appropriate, in decisions relating to my children’s education.                   <ul style="list-style-type: none"> <li>• Promoting positive use of my child’s extracurricular time.</li> <li>• Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.                       <ul style="list-style-type: none"> <li>• Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.</li> </ul> </li> </ul> </li> <li>• Communicate with my children’s teacher, guidance counselors, and school administration about my children’s educational needs and success.</li> <li>• Inform Parent Coordinator and PTA about the type of training and/or</li> </ul> </li></ul>

conferences will be held twice a school year. (Fall and Spring)

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent-teacher conference, school open house, PTA/PAC/SLT meeting and back to school orientation.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: contact Parent Coordinator to arrange an appointment with teachers.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for

assistance they will need to be more effective in assisting their children in the educational process.

- Become involved in developing, implementing, assessing and revising the School Parent involvement Policy.

### **Student Responsibilities:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is

responsible for my welfare all notices and information received by me from my school every day.

- Comply with all school rules (no walkmans, cell phones, and head covering).
- Attend school regularly, on time with school ID visible.
- Respect the right and property of others.
- Respect the school safety and scanning procedure.
- Wear uniforms daily

### **Teacher Responsibility:**

- Respect student's rights.
- Give constructive feedback.
- Provide standard based, rigorous instruction.
- Contact parent/guardian as needed.
- Hold students accountable for all assignments.
- Inform students of classroom expectations, course rubrics and grading policies.

<p><b>Parent-School-Parent Compact</b> Attach a copy of the school's Parent Involvement Policy.</p> <p>decisions about the education of their children. The school will respond to such suggestions as soon as practically possible.</p> <p><b>Explanation:</b> Each school receiving funds under Title 1, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title 1, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118 (b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions, as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.</p>	<p>Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title 1, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118 (b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions, as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.</p>
---	---

**Part C: TITLE 1 SCHOOLWIDE PROGRAM SCHOOLS**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before-and after school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
    - Prove for teacher inquiry teams
3. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before-and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

**ANSWER:**

For the 2010-2011 school year, more professional development will be offered to the entire staff during content area meetings once a week. The focus of these PD’s will be:

- Differentiated Instruction
- Prove data driven instruction
- Portfolio development
- How to set benchmark and goals (SMART goals) for the entire student body
- How to implement Technology into classroom lessons
- How to retrieve and analyze student’s data by using ARIS

Students will be blocked programmed for double periods to increase time on task.

Students will be given targeted support according to their individual needs.

Students will be given AIS service which will include credit recovery, one on one tutoring and regents prep classes.

Students will be offered Tuesday and Thursday support classes.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			774,044.00	✓	Pg. # 27
Title I, Part A (ARRA)	Federal	✓			142,658.00	✓	Pg. # 27
Title II, Part A	Federal			✓		N/A	
Title III, Part A (LEP)	Federal	✓			15,000.00	✓	Pg. # 17
Title IV	Federal			✓		N/A	
IDEA	Federal	✓			56,602.00	✓	Pg. # 12 Continuous
Tax Levy (TLFSF HS)	Local	✓			2,950,354	✓	Pg. # 12 Continuous
Tax Levy (TLFSF I HS)	Local	✓			400,000.00	✓	Pg. # 12 Continuous

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** Restructuring Year 1      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Due to our challenge with attendance and LTA students among other factors, we are currently identified on the school accountability report as being Advanced Restructuring in ELA and Math.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

We will meet the NYSED Safe Harbor of 144 by utilizing interim assessment tools to monitor and modify curriculum in order that more students will pass the NYS ELA Regents.

We met our Safe Harbor targets for 2009-2010 using that method and will continue to implement that strategy in order to make necessary benchmark targets.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2009-2010 anticipated Title I allocation = \$126,637; 10% of Title I allocation = \$ 1,266,376.

---

School Under Registration Review (SURR)

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. Ten percent of the Title 1 funds will be utilized for:

- a. **School wide professional development after school and on weekends**
  - b. **Providing individualized professional development for teachers after school**
  - c. **Provider professional development on topics such as using data to drive instruction, differentiated instruction, the use of technology and academic rigor**
  - d. **Enhancing teachers practices with various consultants including theatre companies, professional services with assistance of our LSO, UFTTC etc.**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. **Lead teachers and coordinators will train other staff members with the use of effective techniques and strategies daily. Demonstration lessons will be offered.**
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.  
**In letters in English and other languages (Spanish, French) as required and using in phone master messages, in conversations with teachers, counselors and administration at SLC and PTA meetings and through conversations with the P.T.A. President and the Parent Coordinator**

## Mathematics

**Students who have not yet passed the Integrated Algebra Regents will be program for a class designed to assist them in being successful in the Integrated Algebra Regents. AIS will be offered before, during the after school to assist passing all math regents exams.**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) Presently, we have 15 students in temporary housing that are on our register.
2. Please describe the services you are planning to provide to the STH population.
  - Academic Intervention Services
  - Tutoring (in school and after school)
  - Weekly advisory meeting with a school staff member
  - Attendance Outreach
  - Counseling
  - Parent Conferencing explaining their educational rights
  - Parent Workshops Collaboration with the CBO's

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	W. H. Maxwell Career and Technical Education High					
<b>District:</b>	19	<b>DBN:</b>	19K660	<b>School</b>	331900011660	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		70.2	72.1	73.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		93.4	95.0	95.7
Grade 6	0	0	0				
Grade 7	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	404	299	166		79.0	79.6	79.6
Grade 10	287	333	263				
Grade 11	111	148	160	<b>Students in Temporary Housing - Total Number:</b>			
Grade 12	173	160	152	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	12	23	18		5	16	16
Total	987	963	759	<b>Recent Immigrants - Total Number:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	6	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	120	126	110	Principal Suspensions	186	88	51
# in Collaborative Team Teaching (CTT) Classes	42	37	32	Superintendent Suspensions	39	33	31
Number all others	55	50	50				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	73	680
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	83	75	70
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	46	45	23
# receiving ESL services only	39	35	TBD	Number of Educational Paraprofessionals	4	3	18
# ELLs with IEPs	11	21	TBD				
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	123	72	238	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.8	93.6	82.9
				% more than 5 years teaching anywhere	65.5	74.4	85.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	88.0	88.6
American Indian or Alaska Native	1.1	1.5	1.6	% core classes taught by "highly qualified" teachers	88.2	85.8	83.9
Black or African American	70.7	71.8	71.7				
Hispanic or Latino	26.0	24.4	25.0				
Asian or Native Hawaiian/Other Pacific	1.2	1.2	0.8				
White	0.9	1.1	0.9				
<b>Male</b>	31.4	31.5	31.9				
<b>Female</b>	68.6	68.5	68.1				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				vsh	X	v	50
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				vsh	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				X	X	
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
<b>Student groups making</b>				2	0	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	58	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	6.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	39.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>19</b>	School Number <b>660</b>	School Name <b>Maxwell CTE H.S.</b>
Principal <b>Jocelyn Badette</b>		Assistant Principal <b>Robert Heinrich</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>J. Cunalata English/ ESL</b>		Guidance Counselor <b>Dorothy Cunningham</b>	
Teacher/Subject Area <b>S. Schwartz English /ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>S. Blah/ Math</b>		Parent Coordinator <b>Karen Scott</b>	
Related Service Provider <b>M. Ortiz/ ESL</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>772</b>	Total Number of ELLs	<b>42</b>	ELLs as Share of Total Student Population (%)	<b>5.44%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. If it is determined upon initial enrollment and interview by the guidance counselor that a student may be an ELL, the ELL coordinator is contacted immediately. Whenever possible the student and parents of the incoming student are interviewed in their native language and given the Home Language Identification Survey to complete. After reviewing the HLIS and conducting an informal oral interview it is then determined whether or not the student should be tested with the LAB-R and Spanish LAB, if applicable. The interview, assessment and administration of the exams are conducted by our ELL coordinator, who has an M.A. in Teaching English to Speakers of Other Languages, is fluent in Spanish, and has just completed the requirements for her TESOL license.

The ELL coordinator and the ESL teacher are both involved in the yearly NYSESLAT administration. The ELL coordinator sends letters home to inform parents of the upcoming exam, emphasis its importance, and in order to ensure high student turnout. The ELL coordinator administers the exam multiple times within the testing window to ensure that all students are tested. In addition to the multiple administrations, calls are made to the homes of absent students in order to test as many students as possible.

2. The ELL coordinator is responsible ensuring that the parents of incoming students are informed of the available options throughout the city and within the school. The DVD is played for the parents and any questions that they may have are addressed. If the parents are unable to stay at the time of admission, they are asked to come back within the same week to watch the DVD and discuss their options. Parents then complete the Selection form.

3. The entitlement letters are distributed within the first week of school. The students take the forms home and return with them the next day. If the parent fails to return the entitlement letter, calls are made as a reminder. If necessary, additional letters are sent to the home by mail.

The Parent Survey and Program Selection forms are usually completed in the presence of the ELL coordinator upon completion of the DVD. However, if the parent wishes to discuss the matter with a spouse or needs more time to make the selection, the parent is instructed to return the form with their child.

4. The criteria used to place identified ELL students in either a bilingual or ESL instructional program is the Parent Survey and Selection Form. The parents are notified of the placement in writing and also receive a phone call. Any notifications are written in both English and the parents' native language.

Because the number of parents requesting a Bilingual Education program does not merit the creation of a Bilingual education program, we currently offer only a Freestanding ESL program. Students are programmed in accordance to their NYSESLAT results from the most recent administration period, even if it means multiple program changes within the first couple of weeks of school.

5. After having reviewed the Parent Survey and Program Selection forms for the past few years, there is a clear trend. No more than 2% of our parents have ever selected Transitional Bilingual Education during any school year; Dual Language has never been selected. Many of our parents are adamant about ESL being the best option because they prefer immersion or do not find it necessary for the school to teach their children Spanish when it can be learned in the home.

6. Because the number of parents opting for TBE do not mandate the creation of a TBE program, we offer a Freestanding ESL program. If the number of parents requesting TBE in the future increase, we will put a program into place.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0					0
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	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	42	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	18
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	21

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	11	4	3	10	3	2	21			11	42
<b>Total</b>	<b>11</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>21</b>	<b>0</b>	<b>11</b>		<b>42</b>

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

**C. Home Language Breakdown and ELL Programs**

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

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	8	10	14	40
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>15</b>	<b>42</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. Instruction is delivered within a self-contained setting. Classes are homogeneous and separated into two levels: 9th grade and 10th grade Beginning, Intermediate, Advanced and 11th & 12th grade Beginning, Intermediate, and Advanced.
2. The school has two ESL teachers who ensure that the instructional minutes for all levels are met. The beginning 9th & 10th grade, LSB 9-01 and LBG 9-01, meet three forty-two minute periods daily for a total of 630 minutes; we do not currently have any 11th or 12th grade beginners. The intermediate 9th and 10th graders, LSI 9-01 and LIN 9-01, meet for two forty-two minute periods daily for a total of 420 minutes. The intermediate 11th and 12th graders, LSI 11-01 and LIN 11-01, meet for two forty-two minute periods daily for a total of 420 minutes. The advanced 9th and 10th graders, LSA 9-01, meet for a single forty-two minute class daily for a total of 210 minutes. The advanced 11th and 12th graders, LSA 11-01, meet for a single forty-two minute class daily for a total of 210 minutes.
3. ESL Teachers work closely with content area teachers to align curriculum and complete cross-curricular units. Since the majority of our students speak Spanish, Spanish is utilized across all levels, as needed. Currently, we have four newcomers in the beginning level, thus,

necessitating instruction in both Spanish and English. There is an emphasis on the Sheltered Instruction Observation Protocol in the hopes that both the content and language objectives of each student are met. The SIOP model uses scaffolding through the use of supplementary materials, linkages to past learning, an emphasis on key vocabulary, modified speech, opportunities for students to use various learning strategies, different grouping configurations, manipulatives and realia.

4.

a. Differentiated instruction is utilized throughout all levels. All the classes are small with no more than 15 students, which is especially helpful when addressing the needs of SIFE students. Currently, we are utilizing an online version of Rosetta Stone as an enrichment for both the newcomers and SIFE students. Computers are available in the classroom to facilitate the writing workshop portion of the class. Moreover, we are also purchasing Achieve 3000 for all levels. Because the reading passages match the students' abilities, it allows the teachers to work within a theme or topic and have all students participate on appropriate levels.

b. Newcomers receive intensive support in all areas. Key components of reading like phonemic awareness, phonics, fluency, vocabulary, and text comprehension are emphasized in addition to the writing process, listening and speaking skills. Due to the NCLB requisite for testing, students are also introduced to standardized testing strategies. The Scope and Sequence includes a Regents component for all levels. Students also practice using glossaries and translated versions of the exams in order to be better prepared to take their exams.

c. For those students who have received service between 4 to 6 years, there is an emphasis on reading, writing, listening, and academic vocabulary. Having gained the interpersonal skills necessary to survive by this time, the focus must be on the academic language that will allow them to not only pass the Regents, but also excel in their content area classes. The texts utilized are outside of their comfort zone, with extensive scaffolding. There are also numerous writing activities that help them become familiar with the writing process: from rough draft to editing.

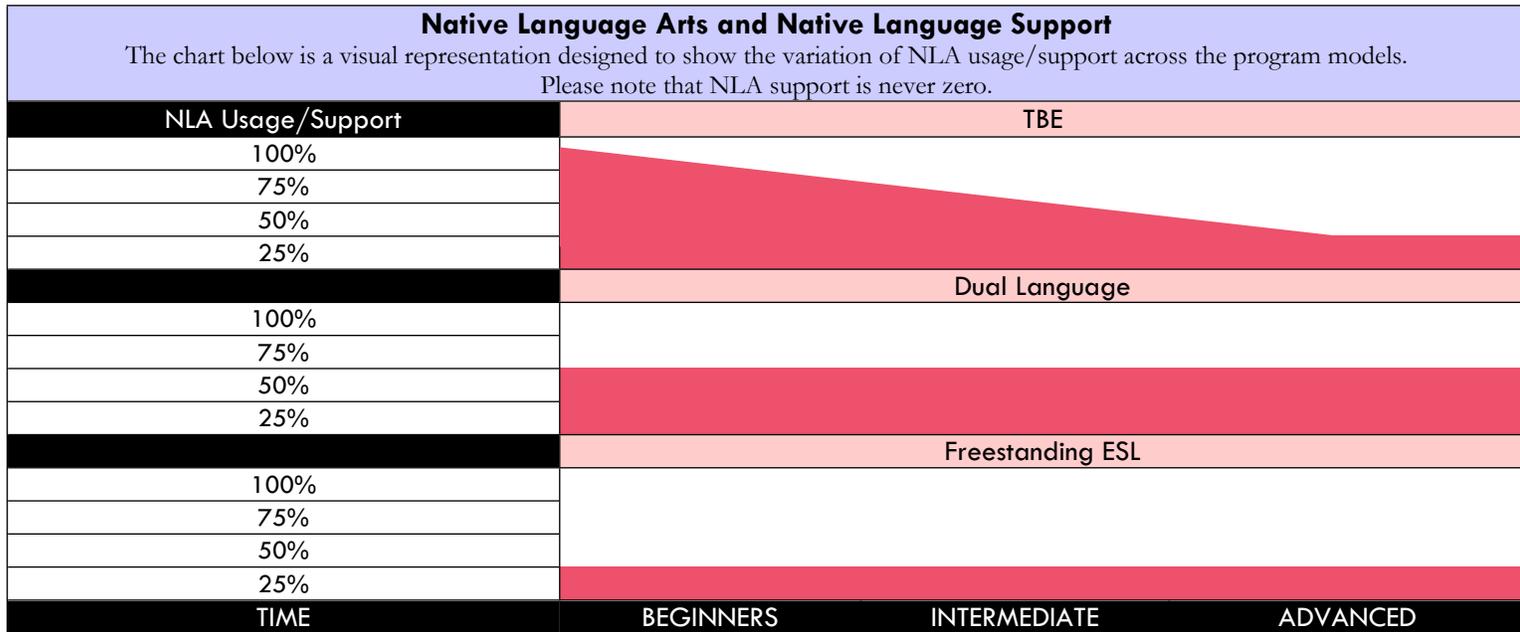
d. For those students who are currently Long-Term ELLs, the emphasis continues to be on listening, reading, writing, and speaking because these are the areas tested on the NYSESLAT and the ELA Regents. These students continue to struggle with their writing, as seen on the NYSESLAT results year after year. The vast majority of the students test at the proficient level on the Listening and Speaking, but continue to fail the exam solely due to their writing. Because of this, the advanced levels have become writing classes that focus on development, language use, conventions, and organization.

e. For those students who are special needs students, we currently have two paraprofessionals, a counselor, a psychologist, and a dean working alongside of the ESL teachers. Because many of our Long-Term ELLs are also special education students who have learning disabilities and emotional issues additional staff is needed to truly meet their needs. Parents play a crucial role in helping the teachers reach their children. In order to better reach these students teachers incorporate technology, music, visuals, tactile activities, and student-teacher conferences as part of everyday instruction. Adapted texts, modified assignments, and remedial measures are utilized with these students. Moreover, the ESL teachers work with the Special Education teachers to better serve these children in accordance to their IEPs.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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



**B. Programming and Scheduling Information--Continued**

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

5. This year there will also be a built in tutoring session as part of the regular class periods. Because all levels are currently in excess of the mandated minutes, we have decided to incorporate three tutoring sessions a week for the Beginning level, two tutoring sessions a week for the Intermediate levels, and one tutoring session a week for the Advanced levels. Because both ESL teachers are Spanish-speaking, it will be a perfect opportunity for the students at all levels to get the extra help they need. Content area teachers will be asked to join our tutoring sessions, if the need arises.

Tutoring is available every Tuesday and Thursday after school for all subjects by licensed teachers. Teachers also provide tutoring during lunch periods every day. The ESL teachers are also available to tutor during the lunch periods.

6. All former ELLs receive transitional support. Former ELLs are included in all tutoring sessions. Teachers throughout the school are made aware that particular students have recently tested out of ESL and will continue to need additional support. Teachers reach out to the ESL coordinator to arrange additional support whenever needed. The ESL coordinator maintains contact with the Former ELLs current teachers in order to measure progress or provide support.

Former ELLs receive extended time on all standardized exams for up to two years after they have tested out of ESL.

7. For this school year, Achieve 3000 and Read 180 will be utilized with the ELLs on all levels. The built-in tutoring sessions have also been implemented during the regularly programmed classes. In the past many of the students were not able to stay or were unwilling to stay for the after school tutoring, so having the content area/ English tutoring sessions built in to their regularly scheduled classes will address their need for additional support. Because the 11th and 12th grade advanced students share a classroom suite with the 9th and 10th grade beginning students, we also plan to implement a peer- tutoring component to the tutoring sessions.

8. As it stands, none of the services for ELLS will be discontinued.

9. ELLs are able to participate in all after school programs. Currently, we have five boys on the baseball team. Even though practice starts 9th period, the ESL students report after their 9th period class. Many of our current and former ELLs are also a part of the Spanish club and the Dance Club. Some of our writers also work with John Dewind, a visiting teacher who runs a writing program after school.

10. All ELL subgroups have access to technology. The ESL suite is equipped with two smart boards, six stationary computers, thirty laptops, an overhead projector, a television, audio stations for literature circles, portable CD players for independent reading, electronic spellers for writing workshops, wireless internet, and interactive computer programs like Rosetta Stone, Storybook Weaver, Achieve 3000, and Read 180.

11. Native language support is evident in every aspect of instruction. The ESL teachers use both oral and written translation throughout the lesson, as needed. In addition there are bilingual dictionaries, bilingual content glossaries, picture dictionaries, visual content dictionaries, native language texts, native language independent reading books, content- related non- fiction independent reading books have also been purchased to promote understanding.

12. All materials purchased are age-appropriate and pertinent to an adolescent's interests.

13. Students attend a general orientation with all incoming freshman prior to the beginning of the year. New students are assigned an ESL buddy on the first day of school. The buddy is responsible for giving the student a tour of the school, which includes important people, offices, and other general information.

14. The only language electives offered at Maxwell is Spanish as a foreign language.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. Professional Development for the ELL personnel at the school is provided by workshops outside the school, UFT courses, and most recently a course through Mount St. Vincent College. All workshops attended by an ESL teacher are then turn keyed with the ESL personnel. Much of the professional development occurs as part of bi-weekly study groups incorporated into the Small Learning Community meetings. All personnel attend these meetings and this is why they are utilized to address the ELLs needs.

2. Because many of our incoming students are level ones, our staff is prepared to help all students transition from junior high school to high school. Staff is aware that the ELL students will need extra help due to the language limitations. This extra support is provided by the ELL coordinator and includes translation of exams, translation of assignments, individual meetings with teachers and student, pull-out sessions, and calls home in order to facilitate communication with parents.

3. The ELL training for staff will be incorporated into the Small Learning Community meetings starting this year. Because our school conducts meetings twice a week, it was often difficult getting pedagogues to stay after school for additional meetings, thus incorporating the training into the SLC was considered the easiest way to facilitate staff development. Training topics for this year will include subtopics of the Sheltered Instruction Observation Protocol in the hopes that the students will be better served by the entire staff having common strategies and approaches to teaching. Topics to be covered include: a brief overview of the demographic changes, the impact of NCLB on ELLs, academic literacy, language functions, formulating key vocabulary, manipulatives in the content areas, five examination of teacher scenarios, common word roots, Appropriate speech and proficiency levels, "Squeepers" and "Getting the Gist" activities, scaffolded outlines for the content area, comprehensible input, content and language objectives, Student Engagement, Language Experience Approach, ELLs with special needs, and Taxonomy for Learning, Teaching, and Assessing.

## E. Parental Involvement

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

1. Parental Involvement has always been a challenge in our school. The Parent Teachers Association has a difficult time maintaining its members, Parent Breakfasts and meetings are attended by a handful of parents, the School Leadership team often starts the school year off with strong parental involvement but as with everything else the numbers begin to dwindle. The ELL parents are slightly better, when we have our meetings we usually have between 15% and 20% of our parents/ guardians in attendance. Due to the fact that Maxwell isn't a zone school, many of our parents do not live in the area, which complicates transportation and childcare issues for parents that may want to attend meetings. Parents are kept informed of school issues through written communication and calls home. The parents have the ELL coordinator's and ESL teacher's cell phone numbers in case they need help navigating the system or have questions about their child.

2. Maxwell currently works with Partnership for Children. This agency provides assistance with outreach efforts and also offers family counseling for students.

Maxwell has recently purchased Empower 3000 which includes a parental component. This component not only allows for parents to track their child's progress, but it can also be used to improve their own literacy. Parents will have access to all the articles and supplementary materials available on Empower 3000.

3. The parents' needs are evaluated based on individual interviews and joint meetings. Because many of our parents aren't familiar with the educational system, they are often unaware or confused by graduation requirements, extended day activities, after school activities, Regents exam, exit criteria for ELLs, and report cards Many are unfamiliar with the internet or the various resources available to them throughout the city. At our last meeting, student volunteers assisted parents in creating email accounts in order to facilitate access to ARIS. Some parents also struggle with behavioral issues and request counseling for their students.

4. The way we interact with world is changing. Unfortunately, many of our parents are unable to fully experience or enjoy the American Dream due to their lack of information. In order to help the parents part of every meeting includes an overview of resources available to them, like free programs at the public library, passes to museums, and information on state assessments. They are also given a survey to complete in case they have further questions that can be addressed at a future meeting.

## Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	5	0	0	9
Intermediate(I)										1	3	7	11	22
Advanced (A)										3	2	2	4	11
Total	0	0	0	0	0	0	0	0	0	8	10	9	15	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1									1	1	0	0
	I										0	2	2	9
	A										2	1	5	0
	P										3	4	3	6
READING/ WRITING	B										3	1	1	0
	I										1	4	7	11
	A										2	4	2	4
	P										0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		5	
Math	5		4	
Math	6		3	
Biology				
Chemistry				
Earth Science				
Living Environment	3		2	
Physics				
Global History and Geography	4		1	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. Maxwell has participated in the Periodic Assessment for ELLs from Pearson for three years now. The quick results provide teachers with an overview of their students' abilities. Their scores on the Periodic Assessment combined with the modality scores on the NYSESLAT guide instruction facilitate grouping and guide instruction. Patterns usually arise upon examination of the data. For instance, if students make the same errors on the exam, the teacher knows that a skill needs to be retaught. During the last administration 48% of the students answered the same reading question incorrectly and 44% made the same error on a writing question. Our school test scores average between 72% and 78%, but the students are consistently weaker in writing. A major benefit of using Pearson's Periodic Assessment is the access to teaching materials that address specific questions on the exams, materials that can be used to reteach certain concepts.

2. The data patterns on the LAB-R and NYSESLAT reveal that are students need a concentrated focus to be placed on their writing and reading abilities. The majority of our students, 25 to be exact, are still testing on the intermediate level in reading/writing and that is what is holding them back from passing the NYSESLAT. Moreover, only 12 students test at the advanced level in reading/writing. We fair better in listening/speaking where we only have 2 students at the beginning level and the majority of our students score at the advanced or proficient levels.

3. Instructional decisions have to be made in accordance to the test results if we want our students to improve and eventually test out of ESL. Based on the data, we will need to invest more money in high interest reading libraries and include extensive and varied writing activities throughout our curriculum.

4. a. Our students take the exams in English but are provided a native language version of the exam to be used side-by-side, in addition to their glossaries and bilingual dictionaries. In the past many students have opted not to use the Translated exam because they claimed to be confused or unable to read the Translated material. After examining the Regents scores, it is obvious that our students need more help in math because only 50% of the students taking the Math A exam are passing it. Global History is also an area of concern.

b. The school leadership utilizes the results from the ELL Periodic Assessment to pinpoint the areas of concerns. This is why this year Achieve

6. The success of our programs are evaluated through the ELL Periodic Assessment results, report card grades, portfolios, NYSESLAT scores (including the point increases within modalities), teacher self-evaluation, student evaluation, and diagnostics given at the beginning and end of each term.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/25/10
	Assistant Principal		10/25/10
	Parent Coordinator		10/25/10
	ESL Teacher		10/25/10
	Parent		10/25/10
	Teacher/Subject Area		10/25/10
	Teacher/Subject Area		10/25/10
	Coach		10/25/10

	Coach		10/25/10
	Guidance Counselor		10/25/10
	Network Leader		
	Other		