



**Department of
Education**

Dennis M. Walcott, Chancellor



DRAFT

**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : WILLIAM H. MAXWELL C.T.E.H.S.

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K660

PRINCIPAL: J. BADETTE **EMAIL:** JBADETTE

SUPERINTENDENT: K. WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
J. Badette	*Principal or Designee	
J. Bernstein	*UFT Chapter Leader or Designee	
E. Chico	*PA/PTA President or Designated Co-President	
C. Thompson	DC 37 Representative, if applicable	
Stan-J Miranda Kiara Gonzaga	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
R. Seenarine	Member/	
K. Overton	Member/	
E. Ludde	Member/	
B. Renee	Member/	
	Member/	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Improve the school's graduation rate. (Smart format to be utilized)**
- **CTE Department – to increase the rigor in the CTE classrooms.**
- **All students will gain a total of 5 credits per term for a total of 10 credits per year, moving them towards graduating within four years.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Scholarship on state exams determined that students needed more exposure to higher order thinking skills.**

In academic year 2007-2008, only 19.7% of incoming freshmen 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% scored at a level 3 or 4 in the 8th grade Math and ELA exams. This created challenges in Regents exam passing rates and in scholarship achievement. In the 2010-2011 school year our scholarship rates, for all subject areas, have increased dramatically, with an aggregate passing rate between 58% and 62%. Though this has been a marked improvement, it is our goal to reach an aggregate passing rate between 65% and 70% for the 2011-2012 school year

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e) **All aims should include a proficient or advanced word from Bloom's Taxonomy**
 - f) **All projects should include a proficient or advanced word from Bloom's Taxonomy**
 - g) **Discussed at department meetings, during pre and post observation conferences witnessed during snapshots and observations**
- **a) Under our new administration and newly developed vision statement, our school's staff has consistently looked at ARIS, School Data, student attendance and passing rates in order to create a school wide organic plan which will address the ever changing needs of our students, parents, staff and community. To this end we have implemented the following initiatives:**

Students

- **Establishment of a 9th grade academy with dedicated staff to ensure seamless transition from middle school to high school**
 - **Use of the Breakthrough Education Strategies (BES) system of teacher created, subject specific, online modules to embed the use of**

technology in the classroom.

- **The use of BES behavioral strategies to support teacher classroom management.**
- **The institution of the 9th Grade Academy Daily Debrief where the teachers meet to discuss the day's events, to collaborate on best practices and review student work.**

- Establishment of a 10th Grade PLC (Professional Learning Community)
 - The expanded use of BES to imbed technology in the classroom with the emphasis on students passing standardized exams
 - Daily Debrief which encompasses keeping an eye on attendance, cutting, parental outreach
 - An outcome of the 10th grade debrief is collaboration among teachers on writing and using subject specific vocabulary (Necessary Vocabulary: see it, say it, say it, spell it, use it)

- 11th and 12th Grade CTE PLC
 - The creation of a CTE specific schedule for students to acquire the necessary credits for CTE endorsed diploma
 - Individualized academic action plan which supports student graduation
 - Students placed in professional internships
 - Participation in College Now/High School Partnership Programs to earn college credit

- b) Teachers continue to give Marking Period diagnostics, grouping and regrouping their students to focus on individual growth and improvement towards the learning goals dictated by their diagnostics. This strategy ensures students' progress of successfully passing each class. Using classroom diagnostics as a tool, teachers can review their classroom data and focus on each individual to structure their differentiated lessons to address individual learner's needs.

A.P. Supervision provides Individual Professional Development plans for their teachers as well as setting and reviewing Goals and Benchmarks, while aligning them with The School Wide Goals for each teacher. This process has opened the lines of communication between teachers and administration on a professional level. Professional Development has been given on the Common Core Learning Standards and their implementation in the classroom, as well as CCR standards, focusing on the 12th graders. Other PDs included, "Looking at Student Work Collaboratively." This helps staff to focus on developing an individual strategy or scaffold needed for a particular learner to improve. A series of Smart Board workshops that ended in Smart Board Certification was given over a 2 month period. Many teachers became Smart Board certified and can turnkey this training to their colleagues. The proper infusion of Smart Board strategies in the classroom can lead to positive involvement and excitement about learning. Breakthrough Education Strategies.com is an Educational company that has educated the teachers of the 9th and 10th grade Academy in designing and using on-line subject specific modules in the classroom. The infusion of technology as well as the implementation of the daily Teacher Team Debrief has enabled the teachers to review their student's work in a variety of subjects and come up with an individual strategy for each student. This has helped us to look at our bottom third learners, ELL and ISS inclusion students to insure their success along with the main stream.

Included in this program is a behavior modification element that has encompassed the use of the Deans as well as 12th graders as Mediators. Certain behaviors can be mediated instead of removing the student from class. This mediation step has limited pre-suspension, suspension and detention time, adding to classroom time. Student attendance is a vital part of classroom success.

Small Learning Communities as well as the formation of the 9th and 10th grade academies has grouped the students into smaller entities so that individuality of the student is assured. Placing our students in smaller pockets, assigned to specific guidance counselors, has given us the ability to pay attention to and meet the needs a specific sub-group of students. Less students fall through the cracks and more students are kept on track for graduation.

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AIS have improved through the use of On-line courses. Students are working on Platoweb.com where Guidance Counselors have identified students' needs and teachers are trained in choosing appropriate courses to be completed for credit. Students will begin a new on-line class called "I Learn." This is similar to the Plato web, however, this program can be accessed at home or in school, once a student has a password.

- c) Monthly Faculty Conferences are now used to update the Faculty on what is happening in the school and what is new. Along with the Faculty Conferences, our bi-weekly SLC meetings give us more in-depth or hands on information. Individualized adaptations of school-wide initiatives are made in these meetings which include Teachers, Administrators, Guidance, and Deans. Policy is made specific to each PLC according to the CTE major and the needs of their students. For example, students in cosmetology are being prepared for their licensing exam, while the vision students are being grandfathered into the New York City Tech vision program.

Teachers in these SLC's or Academies get to know the Academic and CTE needs of their students and are involved in placement decision for various programs. Teachers also design assemblies, arrange for guest speakers and identify rewards for our students. They arrange and conduct student/parent conferences regarding student success. Success of classroom strategies is reviewed by the entire SLC or Academy. Teachers collaborate with each other, with in put from administration and guidance, to share and better classroom practices and assessments.

- d) The entire school year. September- January for the 1st Semester and February- June for the 2nd Semester.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Attendance Liaison calls home every time a student is missing, late or cuts.
- Parents asked to attend case conferences with teachers and the guidance counselor specific to the needs of their child/children.
- PTC: Parents participate in mini workshops on how to speak to teachers about their child's academic performance and how to speak effectively to my child about poor grades, before meeting with teachers
- Making use of parent's e-mail/standard mail/phone master to communicate.
- Guidance arranging meetings with parents and children
- Guidance arranging grade level and PLC specific parent meetings to review their child's success and plan for graduation.
- College office arranging College tours and Fairs for the students and their parents to help them both prepare for College.
- Parent Breakfast – Principal gives report on Quality Review, Progress Reports, etc.
- Parent Title I Spring Conference
- Parent involvement in SLT meetings which impacts academic policy

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, 62% of our teachers are highly qualified teachers. As a career and technical education institution there is a percentage of our teachers who in lieu of a master's degree, have industry experience, thus signifying them as highly qualified teachers.

Historically, Maxwell does not have a high rate of faculty turnover; when we do acquire new faculty members, they are usually mentored by their content area colleagues and are professionally developed through the following:

- Inter-classroom visitation is encouraged
- A.P. Supervision oversees the pedagogical growth through informal snap-shots and formal observations to identify and hone new teacher's skills
- The A.P. also formulates the Individual Professional Development plan for New Pedagogues.
- UFT Representative makes sure that all "new-comers" are assured of their rights as well as the benefits that they are entitled to.
- **Teachers state their professional goals and administration creates a professional development menu based on these goals.**

Maxwell aims to sustain and develop the skills of all staff members multiple professional development workshops were held on such topics as, Effective Teaching Strategies, Common Core Mapping, Evaluating Student Work, CFN AP Institute, Data Utilization, and Blended Learning Modules.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Maxwell has a Lyfe Center where the children of our students can be cared for while the Student (Parent) gets an Education.**
- **Because our School is a Uniform school, our families who are in shelters can get special funding for Uniforms. This uniform policy removes the competition among our children for "Name Brand" clothes and focuses on academics over material things.**
- **Maxwell has a School-Wide Universal Program will allows all of our students to receive free breakfast and lunch.**
- **This is a program that is renewed every 3 years, it is expected that this program will be renewed and Maxwell will continue to have a Universal breakfast and lunch program through Title I funding.**
- **The School Food Services has also instituted a "Breakfast in the Classroom" program where they deliver Grab "n" Go breakfast bags to the classroom, children sign and take a breakfast. This program also extends to After School Classes (AIS) and Grab "n" go snacks. No student goes hungry or falls behind academically because of hunger.**
- **Maxwell's Spark Program addresses students' socioeconomic crises. Our students deal with problems ranging from being evicted, living in shelters, grief, and other critical life issues.**
- **We have several CBOs contained in our building which provides services ranging from increasing student attendance to helping students maximize their academic performance and inter-personal skills.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **We are members of The CFN Network. We pay to be a part of this Network and thus benefit from its services such as Common Core Training, "Looking at Student Work Collaboratively" Training, and preparation for the Quality Review and Progress Report.**
- **Technology Grants: Technology in the classroom, "I-Learn"**
- **Grants for Fashion program including 8th graders from feeder schools and their parents.**
- **BES (Breakthrougheducationstrategies.com)- Vendor used for academic success and developing students' inter-personal skills during the 9th and 10th grades.**

- Plato-Web: on line credit recovery (40 seat licenses were purchased)
- Purchase of Softchalk7 licenses to write the BES on-line Modules.
- SES (Supplemental Education Services) free tutoring under Title I (DOE)
- Sixteen seats purchased for SMART Board certification

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By the end of the 2011-2012 school year, we will design a program which will ensure dignity and respect for students, staff and faculty.

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Improve the school's attendance rate. (Smart format to be utilized)**
- **To increase attendance**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Data and scholarship in classes as well as on state exams**
- **Maxwell is a career and technical education high school. As such, our students not only need strong academic skills, they need the soft skills of the work place. Students with purely academic degrees, theoretically, have 4 more years to hone their inter-personal skills. Our students, however, graduate and can immediately enter the work place, thereby the need for fully developed interpersonal skills. Even though the poverty rate in our surrounding community has remained stable (79%) our students in temporary housing have tripled. With the guidance of our new administration, we have been able to decrease our Principal suspension rate roughly 50% while the current student demographics were maintained.**
- **A large percentage of our students score in the 1 and 2 categories on state standardized exams. Forty-one percent (41%) of our population are scored in the lower third citywide in Math and English. We have the students who scored the lowest city-wide. Incrementally, over the years,(2008, 43.2%; 2009, 44.3% 2010, 53%). we have had success in graduating our students. Presently, our graduation rate has increased to 60.7%. (put Badette piece here)**

Recognizing that the barriers to advancement are not solely academic, we see the need to address the social emotional development of our students. We need to educate the "Total Child", not just the academic child.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e) **Call logs – teachers and attendance liaisons**
 - f) **Celebrations/acknowledgement for perfect attendance**

- a) **Using students from our student government we will facilitate the process of defining guiding ideas and operating principles around what is dignity and respect for all.**
- b) **Reaching out to our PLC's we will form an ad hoc committee of volunteers to facilitate the process of defining guiding ideas and operating principles around what is dignity and respect for all.**
- c) **Using parent volunteers we will facilitate the process of defining guiding ideas and operating principles around what is dignity and respect for all.**
- d) **We will bring together community members to facilitate the process of defining guiding ideas and operating principles around what is dignity and respect for all.**
- e) **We will bring both groups together with their finished product to facilitate the process of defining guiding ideas and operating principles around what is dignity and respect for all.**
- f) **This will be completed by June of 2012**

We will utilize the following resources: Staff, Students, School Leadership Team, Administration, CBO's, CFN, community member services

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Phone master, mailings, emails, backpacking, personal phone calls, PTA/PAC meetings, PTC and SLT**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Our faculty is highly qualified and sincerely interested in educating the "Total Child" so that each and every child will become successful in the world of work. We will utilize common meeting times to maximize the participation of our pedagogues.**

Maxwell aims to sustain and develop the skills of all staff members multiple professional development workshops were held on such topics as, Effective Teaching Strategies, Common Core Mapping, Evaluating Student Work, CFN AP Institute, Data Utilization, and Blended Learning Modules

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Partnership with Children?**
- **Utilizing our CBO's, CFN as well as presenting ongoing process at our Community Breakfast, will allow us to include Federal, State and local services.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **This goal does not require Federal Funding, just human understanding and mutual respect.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Improve the school's scholarship. (Smart format to be utilized)**
- **To increase scholarship**
- **To increase our overall student attendance by 3% from our present 70% to 73%**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Scholarship (passing) rates, CTE endorsements, passing certification exams**
- Although we have shown improvement in our student attendance rate over the years, we still recognize the need for all of our students to attend their classes on a daily basis in order to improve their Scholarship. Improvement in Attendance is key to improving our Scholarship which in turn is key to improving the Graduation Rate.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

PM and Saturday school is offered for students who need classroom hands-on time to make up missing work.

- a) **Each PLC has an attendance liaison who works together with the guidance counselor to assure that students attend their classes. They attend the bi-weekly PLC meetings where student progress is discussed. They receive daily attendance lists and call homes when necessary.**
- b) **The attendance teacher and staff visit homes of students who have a chronic attendance problem. Following up on 407 cases as well as closing them when a student returns to school is their primary duty.**
- c) **The hiring of an additional person to follow the daily attendance practices of the 9th and 10th graders and calling home on a daily basis has led to improved attendance behavior in these grades.**
- d) **Programming students for their necessary classes as well as reprogramming them to attend Internships and College Now programs has given an incentive to the upperclassmen to attend school daily.**
- e) **CAASS is used to track students attendance to school (morning entry) and in school (lunch periods)**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Phone master, mailings, emails, personal phone calls (PC, Guidance Dept.), PLC face to face meeting.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Currently, 62% of our teachers are highly qualified teachers.**
- **Teachers are involved in ensuring that students go to class by monitoring the hallways during passing.**
- **Teachers participate in PLC meetings to discuss student attendance to identify the attendance gaps (students skipping classes)**
- **Documented parent outreach (phone calls) regarding attendance**
- **Attendance taken not only through the use of bubble sheets but also through paper and electronic attendance books**

Maxwell aims to sustain and develop the skills of all staff members multiple professional development workshops were held on such topics as, Effective Teaching Strategies, Common Core Mapping, Evaluating Student Work, CFN AP Institute, Data Utilization, and Blended Learning Modules

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Partnership with Children(CBO) arranges rewards for student improvement and arrange meetings with parents and staff**
- **LYFE provides child care so that our parenting students can attend class**
- **SPARK provides counseling around personal issues**
- **STARR (CBO) provides extracurricular programming to engage students**
- **Twenty-First Century Funding for clubs**
- **PSAL for sports**
- **Project Learn for internships**
- **CFN**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Per session is allocated to these teachers through the VTEA (Carl Perkins) grant,**
- **Hiring of personnel to focus on school wide attendance.**
- **Community Based Organizations**
- **Children's First Network**
- **PSAL**
- **Project Learn**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To improve the graduation rate by 3-5% with 2% of that population receiving an advanced regents diploma by June 2012.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Success is measured by students attaining high school graduation within 4 years. Historically we have graduated x% 4yr rate 5yr rate 6yr rate. In the rigor to achieve the four year graduation rate, we have identified students who have the ability to receive advance placement diploma. We need to increase the number of students graduating four years after entering high school by reducing the number of students who currently take 5 -6 years to complete their high school education.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Establishment of a 9th Grade PLC (Professional Learning Community)
 - **We instituted a summer Bridge Program for incoming freshmen**
 - **We have enhanced the experience of the our incoming freshman class by implementing the BES on line module learning as well as their Behavioral Modification process**
 - **We have provided opportunities for our 9th grade students to take 2-3 regents exam**
 - **SLC Guidance Counselors who reviewed the students' transcripts developing an individualized graduation plan.**
 - **9th and 10th Grade Cohort teachers began training for their September teaching task in May of 2011.**
- Establishment of a 10th Grade PLC (Professional Learning Community) for the smooth transition and continued support of 9th Graders
 - The expanded use of BES to imbed technology in the classroom with the emphasis on students passing standardized exams
 - Daily Debrief which encompasses keeping an eye on attendance, cutting, parental outreach
 - An outcome of the 10th grade debrief is collaboration among teachers on writing and using subject specific vocabulary (Necessary Vocabulary: see it, say it, say it, spell it, use it)

- 11th and 12th Grade CTE PLC
 - The creation of a CTE specific schedule for students to acquire the necessary credits for CTE endorsed diploma
 - Individualized academic action plan which supports student graduation
 - Students placed in professional internships
 - Participation in College Now/High School Partnership Programs to earn college credit

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Senior- parent meetings where parents sign SES and AIS applications**
- **Senior-parent meetings where guidance counselors review transcripts and create a graduation plan**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Maxwell has HQT who volunteer their time for tutoring sessions with their students.**
- **Teachers prepare on line assignments, and receive the students' work on line.**
- **Teachers develop individualized writing strategies for their students based on looking at their students' work collaboratively.**
- **Teacher participate in PM, Saturday and Summer school classes to provide classes and assignments necessary to assure student success**

Maxwell aims to sustain and develop the skills of all staff members multiple professional development workshops were held on such topics as, Effective Teaching Strategies, Common Core Mapping, Evaluating Student Work, CFN AP Institute, Data Utilization, and Blended Learning Modules

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Funding is provided for Saturday/Summer and PM school classes.**
- **Platoweb.com - an on-line regent's prep program provides additional practice for the students.**
- **SES program allows the students to receive additional tutoring in areas that they still need help.**
- **I Learn program for on line credit recovery that can be accessed anywhere at any time.**
- **BES modules that can be accessed anywhere at any time.**
- **Funding for Guidance counselors to develop the students individualized graduation plan and adjust the students schedules as necessary.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Plato web and BES to be paid for out of our budget.**
- **Funding for Guidance counselors**
- **Funding for AIS in the form of Summer school Saturday and pm school salaries.**
- **SES funding for student centered tutoring services.**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	70	65	65	50	80	60	64	65
10	45	40	35	60	55	40	53	65
11	90	50	50	115	120	60	23	40
12	5	20	30	70	130	25	25	40

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Achieve 3000 – PM and Saturday School. Power of I • Setting independent student goal • In school tutoring/prep class
Mathematics	
Science	
Social Studies	<ul style="list-style-type: none"> • Guidance Counselors provide group and individual counseling, conferences with parents • Supplemental educational services provide tutoring for students(in school and at students' homes) • CBOs provide academic supports throughout the day
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Our "At Risk"
At-risk Services provided by the School Psychologist	The Social Worker has provided "At Risk Services" during the school day, before and after school, Saturday one to one tutoring and small groups on an as needed basis.
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
--	--

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Parent involvement policy being modified
PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 19K660 **School Name:** William H. Maxwell CTE High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 **Restructuring Advanced**

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) **Not Required for 2011-2012**

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

A review of our latest NYS Report Card cited our school for not making AYP with HS ELA for SWD and Hispanic students. We were also cited for not making with HS Math Hispanic students. A further review of data from the NYC progress report indicated that black male students were not making sufficient progress. Our JIT from the Fall of 2010 also revealed;

- There is a need to increase the use of NYS/Common Core Standards into our daily instruction.
- There is a need to train teachers how to effectively use pacing calendars and curriculum guides residing at our school as well as improve the delivery of lesson plans and units of instruction.
- There is a need to train teachers how to conduct engaging-rigorous instruction and promote higher order thinking skills in their daily instruction.
- There is a need to train teachers how to use Smart Boards to engage students in complex course material and in a manner that supports Common Core Standards.
- There is a need to help teachers manage their instructional time more effectively including classroom transitions during instruction time.
- There is a need to train supervisors in monitoring teacher instruction, Teacher Effectiveness Standards, and assess the impact of professional development given to teachers.
- Teachers need to learn how to use ARIS, ACUITY, and local data more effectively to drive instruction.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In an effort to improve student achievement, SINI funds will be used to support extended learning opportunities for students identified in the NYS report card and the NYC progress report including Hispanic and SWD student as well as black male students.

Part B: For Title I SINI Schools Only

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. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Per NCLB requirements, 10% of the NCLB funds are supporting PD efforts within our school. More specifically, Title I funds are paying for the following; A host of after school PD offerings are being provided including teacher effectiveness, data analysis, technology to support student engagement, differentiated instruction, using the common core standards, and developing curriculum maps. Professional Development is also offered on a weekly basis and targets the following

area; Common Core Standards, looking at student work, teacher effectiveness, Inquiry Groups, and Student Goals. Professional Development efforts will help the use of higher order thinking skills, questioning techniques, and other instructional practices. █

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our school is expanding its use of Breakthrough Education Strategies (BES). BES will train additional teachers how to use an enhanced discipline process. This process specializes in addressing student social/emotional needs and a mechanism that helps students manage their behavior. This program has shown much success in our school for the past 2 years and has been successfully used at other schools with similar demographics.

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.

The school will use the DOE template, append it to letterhead, and send it to parents as a mailing.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Hernandez	Roberto	District 19	Borough Brooklyn	School Number 660
School Name Maxwell CTE High School				

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

Principal J. Badette	Assistant Principal R. Heinrich
Coach N/A	Coach N/A
ESL Teacher J. Cunalata	Guidance Counselor D. Cunningham
Teacher/Subject Area S. Schwartz	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator K. Scott
Related Service Provider M. Ortiz	Other N/A
Network Leader R. Hernandez	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	616	Total Number of ELLs	35	ELLs as share of total student population (%)	5.68%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. 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 is a licensed TESOL teacher.

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 instructed to visit the DOE website and read about the different programs available for their child before returning for their orientation later in the week. An interpreter can be made available if the video is not available in the parent's native language. After the parents have watched the DVD a Q & A session follows to 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 for determining if a student is to be classified as an ELL student are the HLIS, an informal interview with the parent, and the results of the LAB-R. Once students have been identified, the students are then placed in a freestanding ESL instructional program or a bilingual education program, as per the Parent Survey and Selection Form. 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, but are open to creating one if the need arises. If the parent requests a bilingual education program they are referred to neighboring schools after a discussion of the options. 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.

Students are programmed in accordance to their NYSESLAT results from the most recent administration period.

5. There is a clear trend in the responses found on the Parent Survey and Program Selection forms over the past few years. 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 believe ESL to be the best option because they prefer immersion or do not find it necessary for the school to teach their children Spanish.

6. Maxwell's freestanding ESL program is alignment with the parents' preferences. The number of parents currently opting for TBE does not mandate the creation of a TBE 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										3	3	3	2	11
Push-In														0
Total	0	0	0	0	0	0	0	0	0	3	3	3	2	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	16
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	16

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	8		4	11		4	16		18	35
Total	8	0	4	11	0	4	16	0	18	35

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	10	7	8	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Other														0
TOTAL	0	8	10	9	8	35								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. ELL students at Maxwell benefit from three types of instruction: a self-contained setting, a Push-in model, and a Pull-out model. The ELL Coordinator has an abbreviated schedule and is able to use non-teaching periods to work alongside the students in the content area classroom, if necessary. If a student needs individual help there is also a Pull-Out model. For example, if a student needs oral translation of an exam or clarification of a topic being covered in class, the student can arrange to meet with ELL coordinator in the designated ESL classroom. Content Area and CTE teachers are also asked to refer students to the ELL Coordinator, if he/she deems a student is in need of support.

1b. 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. At Maxwell High School, the ESL students are a priority. The school has two ESL teachers who ensure that the instructional minutes for all levels are met. Currently, we are in excess of the mandated minutes and use the additional time to focus on the content areas. The beginning 9th & 10th grade, LSB 9-01 and LBG 9-01, meet for three forty-two minute periods daily for a total of 630 minutes. Since there are only two 11th grade beginners, they receive their instruction, with necessary modifications, alongside the 9th and 10th graders. 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. All advanced students also have a regular ELA class, as per the mandate.

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 three newcomers in the beginning level, thus, necessitating instruction in both Spanish and English.

Content is made comprehensible through the use of Achieve 3000 and Discovery Education. Because the classes are in excess of the mandated minutes, the ESL teacher can dedicate an entire class or block to the content areas on a weekly basis. During this time, the ESL teachers are able to reinforce topics studied in the content areas with educational videos, related reading passages, and one-to-one conferences. 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

A. Programming and Scheduling Information

configurations, manipulatives and realia.

4. Presently, there are only three students who need to be evaluated in their native language. All our newcomers are Spanish-speaking which facilitates summative and formative assessments. Both ESL teachers are fluent in Spanish and translate exams as necessary. Moreover, colleagues are also asked to submit exams or handouts for translation. The ELL Coordinator is also available to assist students in Spanish, both during non-teaching periods and afterschool.

5a. 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 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 also use 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. Achieve 3000 is now aligned with the Common Core Standards and offer multiple levels of scaffolding and resources for a wide range of non-fiction topics.

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. Regents examinations serve as diagnostics throughout the year. Maxell's 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. In addition, the ESL students have a vast in-class library available to them, as well as the school library. Because the Critical Lens is the only full essay required on the English examination, emphasis is placed on getting the students to read as many books as possible.

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.

6. For those students who are special needs students, we currently have two paraprofessionals, an attendance teacher, a counselor, a psychologist, and a dean working alongside 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.

7. ELL-SWDs are programmed for classes that follow their IEP recommendation while still being placed within least restrictive environment. Two of our students have full time paraprofessionals. The Spanish-speaking paraprofessionals allow these students to succeed in their content classes, as well as their CTE classes.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

8. Like last year, this year we will continue our 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.

Once funding is made available, tutoring will be scheduled every Tuesday and Thursday after school for all subjects by licensed teachers. Content teachers and ESL teachers also provide tutoring during lunch periods on a daily basis.

9. All former ELLs receive transitional support and are included in all tutoring sessions. Teachers throughout the school are made aware that although the students have tested out of ESL and are considered proficient they will still need extra help. 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 and/or provide support.

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

10. Because the majority of the ESL students are part of the Communications Media small learning community, this year the entire SLC is focusing on the ELLs to ensure adequate academic growth. The SLC has biweekly meetings, one session is entirely devoted to analyzing student work. This interdisciplinary conversation has allowed the team to design and implement strategies to help the ELLs in particular.

In addition to special emphasis being placed on the ELLs' achievement, we have also found a way to help students with credit accumulation. Since our school is a CTE school, students not only have to complete their regular coursework, but they must also take the required courses within their respective majors. These requirements, together with their state-mandated ESL classes, make meeting their graduation requirements very difficult. Seeing as our ESL students are in excess of the mandated minutes, starting in January the Beginning and Intermediate students will be alternating their ESL classes with either Physical Education, Health, or Art.

Moreover, this year there are exciting changes being made to the curriculum. Both ESL teachers have been trained to create and utilize computerized learning modules, as part of the Breakthrough Education Strategies program. The ESL students now have online access to the lessons that are completed in class. This enables the students to revisit the day's lessons at home and complete enrichment activities.

Finally, since the ESL students are struggling with the Global History Regents they are currently participating in the ILEARN program. This on-line program is designed to help the students pass the Regents by incorporating differentiated instruction, videos, and scaffolded review of the material.

Achieve 3000 and Rosetta Stone will continue to be utilized with the ELLs on all levels.

11. Read 180 will be discontinued this year because of the complications with execution. The computers weren't able to run the programs as needed and the use of DVDs made the transitions slower than necessary. Since Achieve 3000 is now aligned with the Common Core

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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 community based organization provides assistance with outreach efforts and also offers family counseling for students. Another CBO working with Maxwell is STARR, Standing Together Achieving Real Results, which offers workshops to all parents.

In addition, 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 children.

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 take part in society, meetings include an overview of resources available to them, like free ESL classes through 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 future meetings.

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 both inside and outside of Maxwell. During the summer, both ESL teachers attended an array of workshops: Curriculum Mapping, SmartBoard Training, Brain Research for ELLs, QTEL for Native Speakers, and Breakthrough Education Strategies computer module development. All workshops attended by an ESL teacher were presented by the ESL teacher. The ESL teacher also attended Summer Professional Development which will be held at

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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, push-in methods, 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. 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, language functions, formulating key vocabulary, manipulatives in the content areas, examination of teacher scenarios, common word roots, scaffolded outlines for the content area, comprehensible input, content and language objectives, Student Engagement, Language Experience Approach, and ELLs with special needs.

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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 community based organization provides assistance with outreach efforts and also offers family counseling for students. Another CBO working with Maxwell is STARR, Standing Together Achieving Real Results, which offers workshops to all parents.

In addition, 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 children.

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 take part in society, meetings include an overview of resources available to them, like free ESL classes through 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 future meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	2	2	2	10

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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

NYSESLAT Modality Analysis

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

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
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jocelyn Badette	Principal		11/18/11
Robert Heinrich	Assistant Principal		11/18/11
Karen Scott	Parent Coordinator		11/18/11
Julisa Cunalata	ESL Teacher		11/18/11
	Parent		11/18/11
Meldym Ortiz	Teacher/Subject Area		11/18/11
Sandi Schwartz	Teacher/Subject Area		11/18/11
	Coach		1/1/01
	Coach		1/1/01
Dorothy Cunningham	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K660 **School Name:** Maxwell CTE High School

Cluster: 611 **Network:** CFN

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.

After having reviewed the RPOB report, it was evident that our language needs have changed. Whereas in the past there wasn't any need to acquire outside services to reach all of our parents, it has become necessary to acquire an Albanian translator for one of our parents. The rest of the parents are all Spanish speaking or English-dominant.

The staff has been made aware of the translation services available. When parents need to be contacted there are three aides, one secretary, and two ESL teachers available to contact homes. The ESL coordinator welcomes emails concerning student progress or behavioral issues needing to be addressed.

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.

Currently, we have 5 newcomers in our ESL program and the need for translation across the content areas has become necessary. The ESL coordinator has made herself available to the staff to orally translate exams, assignments, and support classroom instruction as push in. The ESL Coordinator also translates exams for content area teachers and any documents needed school-wide. For example, progress letters, disciplinary notices, classroom contracts, and parental notices. The coordinator is also available to make phone calls home.

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.

Written translations should be submitted to the ESL coordinator at least a week before the document needs to be utilized. translations will be done in-house by school staff, including one secretary, the ESL teacher, and the ESL Coordinator.

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.

All Spanish speaking parents and guardians will continue to be assisted by in-house staff members, in particular by the ESL coordinator. The Translation Unit will be necessary for outreach to the Alabian parent. Translations will be carried out as needed: parent/teacher conferences or meetings, phone calls made to the home, disciplinary meetings, Assessment meetings, IEP planning meetings, etc.

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>.

Translation services are necessary to make parents feel welcomed at the school as well as giving them a voice in their child's education. To this end, posters are placed throughout the school so that parents are aware of the services available. Parents will be informed of all decisions regarding their child's education, discipline, progress, and safety, as per the Parents' Bill of Rights.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Maxwell CTE High School	DBN: 19K660
Cluster Leader: Roberto Hernandez	Network Leader: 611
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Program Description

The program for this year consists of after school tutoring for all ESL students, including those students who have tested out of ESL during the previous administrations 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-five 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.

The tutoring sessions address the difficulties our students have in their academic classes. During past years our ESL students used to fail between one and six classes and accumulate very few credits. Of our 38 students last year, the majority of them passed all of their classes. Credit accumulation was also achieved by offering music and art afterschool, exclusively for the ESL students. Thus, as in the past, tutoring will continue to be 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 5 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 have already started and will be held throughout the year for 15 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 online computer programs available through ILearn, Ahaieve 3000, and Breakthrough Education Strategies. Additionally, we hope to make Discovery Education available to the entire staff so that they may scaffold their lessons. Materials such as 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 are available for the duration of the program.

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

Part B: Direct Instruction Supplemental Program Information

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 have already attended a workshop on the Day of the Dead at El Museo del Barrio, which we hope to follow up by attending more workshops at Museums throughout the city. Because the Common Core Standards has a World Literature component, it is important to expose the students to a vareity of experiences.

Additionally, we have many other plans for the spring. We hope take walking tours of the city , 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 record a segment which was aired during the morning news, visit the studios, and meet the anchormen and anchorwomen. Ideally, we are looking into a trip to Washington D.C. , which will serve as a perfect celebraton and culmination to a year of focused on studying U.S. Government as part of the a interdisciplinary initiative to improve scores on the U.S History Regents and in the content class.

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.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale

Because of overlapping schedules and Small Learning Community meetings throughout the week, teachers rarely have the opportunity to meet and discuss their craft. This is why the Title III monies will be used to promote professional discourse among the teachers, through study groups, curriculum review, seminars, and pedagogical courses.

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 will also meet and work on the ESL curriculum as an additional facet of the professional

Part C: Professional Development

development. Topics for the Professional Development will include Common Core Curriculum Maps, 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 and will be conducted on site.

Title III monies will also be used for workshops offered by the Office of English Language Learners, such as QTEL courses. If approved, we would also like to use the monies to provide in-house Smart Board training.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Title III monies will also be used to promote Parental Participation in their children's education. Parents were already invited to attend an orientation, during which 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 were addressed. However, attendance was poor. The ESL coordinator, Julisa Cunalata, will be arranging smaller weekly meetings by phone in the hopes of accomodating the parents' schedules. 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, Ms. Cunalata will be holding weekly meetings, both during the school day and afterschool 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. Meetings scheduled for December will help the parents prepare for the spring term, and provided individual attentions to each child's progress, attendance, behavior patterns, and next steps to be ensure success. The meetings will focus on Regents examinations, credit accumulation, academic progrss, graduation requiremntnts, use of ARIS parent resources, knowledge of how the New York City Public School System serves their chidren. 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 an outside translator for the Albanian parent. Per session will be paid to the ESL Coordinator for eight hours to organize the materials necessary for these sessions and also to conduct the afterschool 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.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>3741.75</u> <u>698.46</u> <u>349.23</u>	<u>After School Tutorial.</u> <u>5 teachers X 1 hour weekly X 15 weeks x 49.89=3741.75</u> <u>Study group</u> <u>2 teachers x 1 hour x 7 weeks x 49.89= 698.46</u> <u>Parent Workshops</u> <u>1 teacher x 7 hours x 49.89 = \$349.23</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>600.00</u>	<u>Professional development workshops through Office of ELLs</u> <u>(2 workshops costing an average of 600.00)</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>600.00</u>	<u>Disposable material will be purchased for completion of alternative assessment.</u> <u>Native language books and bilingual dictionaries</u> <u>Independent Reading Libraries</u> <u>Supplies to make copies of school policy and materials needed for parent meetings</u>
Educational Software (Object Code 199)	<u>1676.00</u>	<u>Discovery Education with student accounts (renewal)</u>
Travel	<u>200.00</u> <u>3184.56</u>	<u>Student Transportation via New Jersey Transit bus</u> <u>Admissions to museums or trip to Washington, DC</u>
Other	<u>150.00</u>	<u>These monies will be used to provide packets and written materials for the parents.</u>
TOTAL	<u>11,200.00</u>	

