



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WILLIAM H. MAXWELL CTE HIGH SCHOOL

DBN (DISTRICT 19/ BOROUGH OF BROOKLYN/ NUMBER I.E. BK660):

PRINCIPAL: JOCELYN BADETTE

EMAIL: JBADETTE @SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. KAREN 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
Mr. Jocelyn Badette	*Principal or Designee	
Mr. Jeffrey Bernstein	*UFT Chapter Leader or Designee	
Ms. Susan Durant	*PA/PTA President or Designated Co-President	
Ms. Cynthia Thompson	DC 37 Representative, if applicable	
Nica Beauvir Shakura Haslop	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Randolph Fredand Della Davis	Member/PAC Chair	
Rose Mary Seenarine	Member/Teacher	
Edmund Ludde	Member/Teacher	
Kendall Overton	Member/Teacher	
Audrey Jackson	Member/Teacher/Chair	
Joseph Crick Heidi Waite	Member/Parent	
Jacqueline Watson Agnes Modeste	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.
 - **All students will gain a total of 7 credits per term, for a total of 14 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.
- **In academic year 2007-2008; only 19.7% of incoming freshman scored at or above level on the state ELA test and only 16% of these students achieved proficiency on the Math test. In addition, less than 5% 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 2012-2013 schoolyear.**

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,
 - 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 Weekly Debrief where student work is examined to make decisions about uniform assessments, curricula refinement and CCLS alignment.
 - Every six weeks diagnostic exams as well as formative and summative assessments are administered and examined to monitor the progress of all 9th grade students.
 - 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
 - Weekly 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) key personnel and other resources used to implement these strategies/activities,

- 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 grouping by grade has placed the students into smaller entities so that the 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.
- 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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- 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 input from administration and guidance, to share and better classroom practices and assessments.
- Weekly content area meetings where teachers look at student work to shape instruction and revise curriculum.

d) Time-line for implementation.

- The entire school year; September – January for the 1st semester and February-June for the 2nd semester
 - 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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- 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.

-Grade specific parent teams will meet monthly with teacher team

-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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- 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)*

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 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)*

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 Social Emotional Development Literacy

- Describe a goal you have identified for the year. Refer to the direction and guidance for assistance in developing your goals.
- **In the 2012-2013 school year, we will implement the daily reinforcing of the schools mission and core values, through the morning announcements, and use this to build four to six program changes which will ensure dignity and respect for students, staff and faculty.**

Comprehensive needs assessment

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

In 2010-2011 we started with a new administrator. In assessing next steps, he realized that we had to truly assess what it meant to have a population of students who, as reported in ARIS, are among the lowest third across the City and how he would engage his staff and teachers in the challenge of designing the process to maximize the students' potential. To this end we have begun the process of rebranding Maxwell with the understanding that this transformation is the mirror from which the students will reflect a new vision of themselves. We believe that if we help them define and or enhance their self value, this will enhance their self confidence and build resiliency. Our motto at Maxwell is that we are "a college bound school." High self worth is a part of the structure to be provided to support our students' efforts to become college ready.

A key external component of this process, for our students, which is also a component of resiliency, is that the adults (teachers and staff) have high expectations of them and positive outlook for them. Equally as important is parental participation. Parents must have an active role in helping their children to attain a college bound focus. With a college bound focus, if the student chooses to take the career route, we are assured that said students will maximize their potential. This organic assessment of the roles of parents and teachers will assist us in bringing our students to becoming self-motivated learners and thinkers who will be active members of a team that will create a new school environment.

The afore mentioned goal is being accomplished through floor redesigns on which there is a dedicated guidance counselor, SLC teacher teams, dedicated school safety and mediation as well as a grade level parent team.

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,
 - Report Card Conferencing**
RCC affords students an opportunity to form relationships with non-pedagogical staff as well as providing them with an opportunity to reflect on their behavior and or effort put towards being a successful student.
 - Formation of an Alumni Association seated in student government**

When present students get an opportunity to meet and talk with former students, it creates a sense of pride, within each cohort, about their school and gives them something to look forward to. They too can come back to their high school and give back. It creates a sense of relevance.

-Dress for Success Fridays modeling professional attire

Students are given the opportunity to learn and practice how to dress appropriately for the world of work.

-Male and female support groups held weekly for soft and social skills reinforcement

Students are given the opportunity to practice and discuss the importance of interpersonal communication which is important for their impending world of work as well as assisting them interpersonal interaction in school.

- b) key personnel and other resources used to implement these strategies/activities.

- student government we will implement weekly events to assist students with soft skills/world of work skill sets

-community partnership with organizations that can bring in sample attire of a professional dress code

-community partnership with organizations that can donate professional style clothing to our students

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

-our Science of Beauty Culture and Technology major along with Fashion Design Engineering will work with student government in designing and implementing dress for success/world of work events which success will be measured by an increase in attendance.

-there are grade specific teacher teams per floor which meet weekly; these meetings foster relationships between staff and students to support student growth and monitor educational progress with an intended increase in student compliance with school rules and regulations.

-content area meetings where teachers look at student work to shape instruction and revise curriculum

- d) Timeline for implementation.

Effective September 2012

-Identify CBO to consult with on rebranding of the school

-Work with SLT and PTA on changing the school name

-Identify teacher(s) to facilitate student government

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

-There is a grade level parent team per floor

-This team meets with the teacher team monthly to identify collaborative efforts

-Community service credit will be a collaborative effort between school and home

-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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- ***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.

To increase our overall student attendance by 3% from our present 70% to 73% by the end of 2012 – 2013 school year.

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.
- 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.

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,

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) key personnel and other resources used to implement these strategies/activities,

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

The hiring of an additional person to follow the daily attendance practices of the 9th and 10th graders, as well as calling home on a daily basis, has led to less students referred for detentions and suspensions. There is an increase in parental presence in the building and more 9th and 10th graders have earned 5 or more credits each semester.
 - d) timeline for implementation.
 - a) ***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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 meetings

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- Hiring of personnel to focus on school wide attendance.***
- Community Based Organizations***
- Children's First Network***
- PSAL***
- Project Learn***

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 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***

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, 4 or 5% by June 2013 and of that population, 2% also receiving an advanced regents diploma by June 2013.

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. As reported in our school's progress report, quality review and ARIS, a large percentage of our students score in levels 1 and 2 on state standardized exams. Forty-one percent (41%) of our population is scored the lowest city-wide in Math and English. 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%, our 5-year graduation rate is 48% and our 6-year graduation rate is 51.2%. 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 our building 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) key personnel 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, staffed by our Lead Teacher, a CTE Teacher and Guidance
 - We have enhanced the experience of the incoming freshman class by implementing the BES on line module learning as well as -their Behavioral Modification process which is monitored by teachers and Guidance Counselors.
 - We have provided opportunities for our 9th grade students to take 2-3 regents exam; their progress towards this is assessed through monitoring their scholarship through formative and summative assessments during a 6 week time frame.
 - 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***
 - Content teachers and SLC Coordinators have expanded the use of BES to imbed technology in the classroom with the emphasis on students passing standardized exams
 - Weekly Debrief which encompasses keeping an eye on attendance, cutting and parental outreach
 - An outcome of the 10th grade debrief is collaboration among teachers during common planning time to

design activities in writing and using subject specific vocabulary as well as formats and time frames for student assessment.

- ***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 coordinated by our CTE Coordinator and or CTE teachers industry relationships***
 - ***Participation in College Now/High School Partnership Programs to earn college credit***

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Grade specific parent teams which meet monthly with teachers***
- Senior- parent meetings where parents sign SES and AIS applications***
- Senior-parent meetings where guidance counselors review transcripts and create a graduation plan***

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- 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.***

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

-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.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Tutoring and regents prep	Small Groups	During school and after school
Mathematics	Tutoring and regents prep	Small Groups	During school and after school
Science	Tutoring and regents prep	Small Groups	During school and after school
Social Studies	Tutoring and regents prep	Small Groups	During school and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Currently, 75% 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.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2011-12:	440,582	-0-	440,582
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,409	-0-	4,409
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,029	*	
4. Enter the anticipated 10% set-aside for Professional Development:	440,058	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2012-2013 school year: 75%
6. If the percentage of high quality teachers during 2012-2013 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. Revising programming procedures/Attendance at job fairs/By present staff securing proper certification. **(See previous page)**

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

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

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

Please see below and:

- Provide additional tutoring for students
- Offer instruction during Saturday School
- Offer instruction during PM School
- Provide special tutoring preparation immediately prior to Regents Examinations
- Emphasize rigor in all observations
- Stress the importance of utilization of “Differentiated Instruction”
- Provide a well developed program for ELL Students
- Provide academic encouragement for lowest 3rd students
- Implement a school effort to enhance staff and counselor awareness of students in the lowest 3rd

3. Instruction by highly qualified staff.

- Please see Appendix 4 - #6

4. Coordination and Integration

- Peer mediation/Peer negotiation

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

3. Instruction by highly qualified staff.

Answer:

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

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

Professional development will be provided by various sources; such as

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

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

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

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

See School/Parent Compact and School Parent Policy

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

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

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

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

See Part B: Academic Intervention services page 14

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

- Peer mediation/Peer negotiation

William H. Maxwell Career and Technical Education High School

School Parent Involvement Policy

2012-2013

SCHOOL MISSION STATEMENT

Our mission is to ensure that all students are college and career ready, to become productive citizens in a competitive Global economy.

William H. Maxwell Career and Technical Education High School is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). 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/Teacher Association, and Title I Parent Advisory Council as educated volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

I. General Expectations:

William H. Maxwell Career and Technical Education High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- The school will support CSD 19 District Title I Parent Involvement Policy
- The school will encourage parent participation in district-wide events and activities
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;

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

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

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:

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

There are key areas that are identified that contribute to a partnership that supports greater student Achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo. 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;

- 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;
- **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;**
- **translate all critical school documents and provide interpretation during meetings and events as needed;**
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
 - The school will incorporate this parental involvement policy into its school Comprehensive Educational Plan.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
 - The school will continue to implement the position of a full-time Parent Coordinator who will continue to be responsible for promoting parent engagement and address parent's questions and concern.
 - The school will continue to have a parent resource room where they will feel welcome and can coordinate activities for parental involvement; also the room will be equipped with a desk, computer, and a phone where parents will be able to reach other parents when necessary.

The parent coordinator will continue to facilitate and provide monthly workshops with parents on family literacy, child development, promotion policy, health and nutrition, parental skills and mentoring academic performances based upon the 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.

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

- holding an annual Title I Parent Literacy Conference;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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;
- 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;
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- No parent/guardian whose child is not in attendance for school/class for a minimum of 85% of the weekly and or calendar time of the school year, shall be allowed to serve on any school committee (PTA, PAC Title I, SCT or otherwise), with the exception of student illness. This is in conjunction with the DOE rules and regulations for student attendance in public schools.
- **William H. Maxwell Career and Technical Education High School** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs.
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Teacher Association (PTA), Title I Parent Advisory Council (PAC), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)

- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the Common Core State Learning Standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2012.
- School publications (i.e. pamphlets, newsletters, phone master, backpacks, emails and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar and newsletter will be disseminated each month by back pack to all parents, two weeks before the start of the month.
- A parent/adult academy for English as a Second Language (ESL), Computer, GED, Sewing, Fashion, Cosmetology, Yoga/Fitness/Aerobics workshops to be held in the school for parents and community members.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, cosmetology and fashion design and computer technology, job readiness, parenting skills, etc..

School Visitations:

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

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

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

Professional Development:

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

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

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

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

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

Project Funding:

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

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

Responsibilities of the Title I Parent Advisory Council:

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

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

Qualifications of PAC Representatives:

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

Election/Voting Procedures:

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

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

Duties of PAC Officers:

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

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

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

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

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

Record Keeping:

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

III. Adoption:

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **PTA President and Title I PAC Chair**. This policy was adopted by the **William H. Maxwell Career and Technical Education High School on Tuesday, September 29, 2009** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 13, 2012.

IV. Annual evaluation of the Parent Involvement Policy

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

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

William H. Maxwell Career and Technical Education High School, Our school in compliance with the section 1118 of Title 1, Part A of the No Child Left Behind(NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and the support of student achievement between the school and the families. The parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2012 - 2013.

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

**School Responsibility:
Responsibility:**

Parent

William H. Maxwell Career and Technical Education High School will:	The Parent/Guardian will:
<ul style="list-style-type: none"> • Provide high-quality rigorous curriculum and instruction consistent with state standards in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows: • To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information. • To provide high quality curriculum and instruction. • To provide students with the educational materials necessary to achieve success. • To provide opportunities for parents to participate in school-wide activities. • To deal with communication issues between teachers and parents through – parent-teacher conference, frequent reports to parents on their child’s progress, reasonable access to staff and opportunities to participate in and observe their child’s class. • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the 	<ul style="list-style-type: none"> • Promoting positive use of my child’s extracurricular time • Monitoring 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. • Provide a quiet place to do homework and set aside a specific time to do homework. • 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 • Read to my child and/or discuss what my child is reading each day(for a minimum of 15 minutes) • 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; • 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;

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;

• Hold parent-teacher conferences (annually in high schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will: provide parents with frequent reports on their children's progress. These conferences will be held twice a school year. (Fall and Spring)

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

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

No parent/guardian whose child is not in attendance for school/class for a minimum of 85% of the weekly and or calendar time of the school year, shall be allowed to serve on any school committee (PTA, PAC Title I, SCT or otherwise), with the exception of student illness. This is in conjunction with the DOE rules and regulations for student attendance in public schools.

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

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

- 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 Advisory Council, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- Study areas should be well-lit and well-equipped with supplies and review and check homework assignments.
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School
- Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.
- Communicate with my children's teacher, guidance counselors, and school administration about my children's educational needs and success.
- Inform Parent Coordinator and PTA about the type of training and/or assistance they will need to be more effective in assisting their children in the educational process.
- Become involve in developing, implementing, assessing and revising the School Parent involvement Policy.

Student Responsibilities:

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. Transportation or child care for those parents who cannot attend a regular meeting will be provided.

- Provide information to parents of participating students in an understandable and uniform format, 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 upon the request.

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

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- creating a safe, supportive and effective learning community for students and a

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Comply with all school rules and be responsible for my actions (no walkmans, cell phones, electronic devices or head covering)
- Attend school regularly, on time with school ID visible.
- Respect the right and property of others and show respect for myself.
- Respect the school safety and scanning procedure.
- Wear uniforms daily
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Teacher Responsibility:

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

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;
- 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;

The parent coordinator will continue to facilitate and provide monthly workshops with parents on family literacy, child development, promotion policy, health and nutrition, parental skills and mentoring academic performances based upon the 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.

1. School-Parent Compact – Attach a copy of the school’s Parent Involvement Policy.

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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

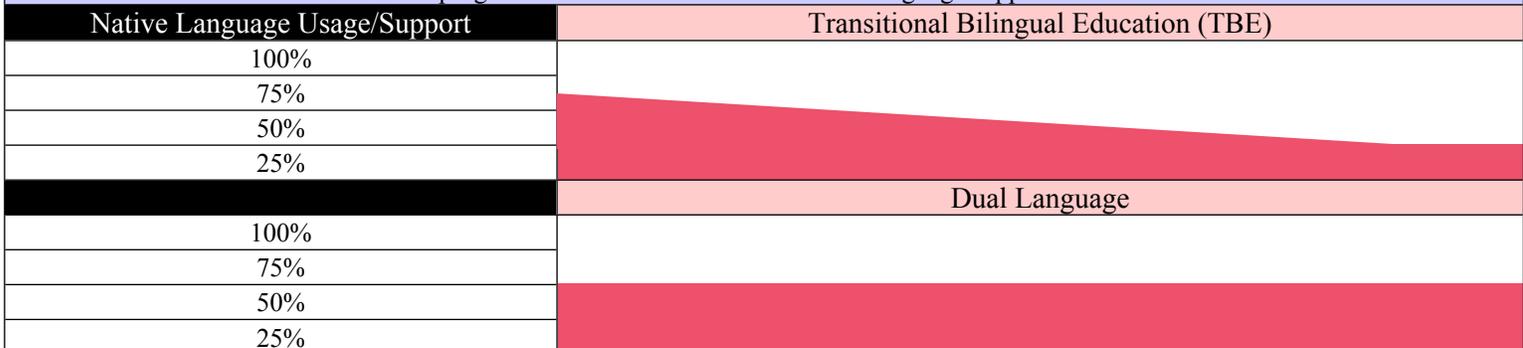
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Standards and is entirely online, it is simply the best choice for our students. This year Achieve 3000 has also added Intervention and ELL components to their program, as well as Spanish language features integrated into the regular English screens.

12. ELL students are represented in all of our four majors at Maxwell and participate in all after school programs. Last year Mr. Badette, our principal, instituted an afterschool Music class to help the ESL students meet the graduation requirements. Additionally Mr. Badette asked our community based organization, Partnership with Children, to run an afterschool art program designed to help the ELLs obtain an art credit.

All clubs and teams are open to the ESL students. Currently, we have four boys on the baseball team. Even though practice starts 9th period, the ESL students report after their 9th period class. Many of our current and former ELLs are also a part of the Spanish club and the Dance Club. Some of our writers also work with John Dewind, a visiting teacher who runs a writing program after school and collaborated with Ms. Ona Mirkenson to compile an ESL Newspaper.

13. Technology is made available to all ELL subgroups and ESL teachers. The ESL suite is equipped with two smart boards, six stationary computers, thirty laptops, an overhead projector, a television, audio stations for literature circles, portable CD players for independent reading, electronic spellers for writing workshops, wireless internet, and interactive computer programs like Rosetta Stone, Storybook Weaver, and Achieve 3000. With the ELLs in mind, we also purchased a subscription to Discovery Education for the entire staff to aid in providing additional scaffolding into their lessons. This year Discovery Education added student accounts which make it easier for students to review the topics studied in class.

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

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

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

17. Unfortunately, the CTE courses at Maxwell make it difficult to program elective courses. The only language electives offered at Maxwell is Spanish as a foreign language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development for the ELL personnel at the school is provided by workshops 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 are then turn-keyed to the ESL personnel. The ESL coordinator has obtained SmartBoard certification, which will be used to support content area teachers with lesson modifications for the ELLs. Much of the professional development occurs as part of bi-weekly study groups incorporated into the Small Learning Community meetings. All personnel attend these meetings and this is why they are utilized to address the ELLs needs.

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

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.

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
Intermediate(I)										5	2	1	6	14
Advanced (A)										2	3	5	1	11
Total	0	0	0	0	0	0	0	0	0	11	7	8	9	35

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

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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Maxwell has participated in the Periodic Assessment for ELLs from Pearson for four years now. The quick results provide teachers with an overview of their students' abilities. The scores on the Periodic Assessment combined with the modality scores on the NYSESLAT guide instruction, facilitate grouping, and guide instruction. Patterns usually arise upon examination of the data. For instance, if students make the same errors on the exam, the teacher knows that a skill needs to be retaught. During the last administration 45% of the students answered the same reading question incorrectly and 48% made the same error on a writing question. Our school test scores range between 63% and 90%, but the students are consistently weaker in writing. A major benefit of using Pearson's Periodic Assessment is the access to teaching materials that address specific questions on the exams, materials that can be used to reteach certain concepts.

2. The data patterns on the LAB-R and NYSESLAT reveal that are students need a concentrated focus to be placed on their writing and reading abilities. The majority of our students, 10 to be exact, are still testing on the intermediate level in reading/writing and that is what is holding them back from passing the NYSESLAT. Moreover, only 6 students test at the advanced level in reading/writing. We fair better in listening/speaking where we only have 3 students at the beginning level and the majority of our students score at the advanced or proficient levels.

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

4. a. Our students take the exams in English but are provided a native language version of the exam to be used side-by-side, in addition to their glossaries and bilingual dictionaries. In the past many students have opted not to use the Translated exam because they claimed to be confused or unable to read the Translated material. After examining the Regents scores, there has been a drop in our numbers, whereas last year 70% of the students taking the Math A exam passed it, this year 53 % passed it. Global History is also an area of concern. Only 22% of the ELL students taking the Global History Regents passed it. The English Regents results are slightly better: 42% of the students taking the Regents passed it. In the area of science, 47% of the students taking the The Living Environment Regents results passed, which is up from last year.

b. The school leadership utilizes the results from the ELL Periodic Assessment to pinpoint the areas of concerns. This is why this year Achieve 3000 and Discovery Education programs were purchased for the ELLs in particular.

c. The school personnel has started to realize that although many of the ELLs seem to be fluent when speaking that is only one aspect of their abilities. Through the periodic assessment we have been able to better address the whole student and reevaluate our approach in teaching the ELLs. There has been a greater focus placed on Reading because of the low Reading Comprehension scores and a continued emphasis on writing across content areas. The Native language is used when needed. For example, last year the ELL coordinator worked closely with the history teacher to translate and administer all exams as needed.

5. N/A

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Maxwell CTE High School</u>	DBN: <u>19K660</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

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 will have focus on providing academic enrichment for after school, before school, and Saturday programs.

Criteria for selection is all current students and former ELL students who have tested out within the past two years; we currently are available to serve a total of thirty-five current students and five students who have recently tested out of ESL, but continue to need support. The support is available for up to two years after having tested out via the NYSESLAT.

The afterschool program offers support to our ELLs in Science and Social Studies based on their regents scores in those content areas. Because our students need the most remediation in Science and Social Studies, we have included two content teachers as part of our instructional support class afterschool. Two fully licensed ESL teachers will be co-teaching and co-planning in the content classrooms.

This program will start on November 15, 2012 and end on June 14, 2013. It will take place Tuesdays, and Thursdays from 2:30 to 3:30. This program will serve 35 students in two classes per session and involve co-teaching between an ESL teacher and one content teacher for each session. The duration of the program is 20 weeks. The content teachers, will not be paid with Title III funds.

Finally, support is also provided before school. The ESL teacher provides additional support and academic enrichment for 3 beginning level students who come in before their regular school day. These enrichment sessions occur once a week. The session started in November 15, 2012 and will go through June 14th, 2013, for 20 weeks. Each session begins at 7:17 and ends at 7:47.

An ELL Saturday program in collaboration with the Manhattan Theater Club occurs five times a year started on November 17, 2012 and ends on June 8th, 2013 It will occur between the hours of 9:30 and 4:00. offsite at the Theater Club. ESL teachers are paid from T3 funding. Two fully licensed ESL teachers will participate in this program. The 12 ELLs students participating in this Saturday program were invited based on their willingness to spend Saturdays to develop their language modality skills as well as expanding their social and cultural exposure. Students are given tickets to Broadway shows for the afternoon portion of the program, through the Manhattan Theater Club.

Title III funding will pay for basic supplies such as writing materials, extra glossaries and dictionaries and other disposables needed to ensure our Title III ELL participants can express themselves as they develop their language skills. Material used for but not paid by Title III funds include online computer programs available through ILearn, Achieve 3000, and Breakthrough Education Strategies. Additionally, we will continue to make Discovery Education available to the entire staff so that they may scaffold their lessons.

Part B: Direct Instruction Supplemental Program Information

Rationale

Cultural Experiences

Some of our T3 funding will go towards paying admission expenses for trips taken with the students to reinforce Social Studies curriculum with an emphasis on writing as focused in the T3 program. Parents will be invited to be a part of these experiences as well. We will be attending workshops at Museums throughout the city to support our ELLs' academic progress in Science. Because the Common Core Standards has a World Literature component, it is important to expose the students to a variety of experiences.

The Social Studies trip (to Albany) 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. The trip will take place on May 30 and 31 and there will be 25 students, two teachers, and one parent. The price per student will be approximately 225.00. The students will be asked to pay 50 dollars each. We currently set aside 4000.00 and have 700.00 left over from last year's fundraising. As newly arrived immigrants, this will also give the students an opportunity to learn more about the nation they now call home.

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, bus rental fees, and travel expenses. These trips will provide students with unique life-changing experiences and the opportunity to better understand the history of this nation.

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 teachers and our two (2) fully licensed 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 our two ESL two teachers one hour each for 10 weeks, beginning December 19, 2013.

Part C: Professional Development

The ESL teachers will also meet and work on the ESL curriculum as an additional facet of the professional development. Topics for the Professional Development will include Common Core Curriculum Maps and Thematic Units, Utilization of the SmartBoard as an alternative assessment tool, 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 this will involve two teachers on Wednesdays once a month for 5 months. Starting November 21, 2012 and end April 3, 2013 Session will occur Wednesday from 2:30 to 3:30.

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: Parents are invited to participate as chaperones and be active participants in all activities listed above. Parents are invited to join the Parent Teacher Association, School Leadership Team, and schoolwide celebrations. Parent Coordinator reaches out to parents through bulletins mailed home and backpack notices in their native language. Meetings are conducted in English and Spanish by the ELL Coordinator; and in house translation is available for the Haitian parents.

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

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.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		