



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAM H. MAXWELL CTE HIGH SCHOOL

DBN (i.e. 01M001): 19K660

Principal: MR. JOCELYN BADETTE

Principal Email: JBADETT@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: ROBERTO HERNANDEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jocelyn Badette	*Principal or Designee	
Edmund Ludde	*UFT Chapter Leader or Designee	
Jacqueline Watson	*PA/PTA President or Designated Co-President	
CynthiaThompson	DC 37 Representative, if applicable	
Nicola Young; Nefadexha Allen	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Audrey Jackson	Member/ Chair	
Kendall Overton	Member/ Teacher	
Sunita Blah	Member/ Teacher	
Charmaine Burton	Member/ Teacher	
Heidi Waithe	Member/ Parent	
Sandra Jeremiah	Member/ Parent	
Trina Hall	Member/ Parent	
Joseph Crick	Member/ Parent	
Susan Durant	Member/ Parent	
Sherreen Simpson	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

Students will gain a minimum of 8.5 credits per semester, for a total of 17 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 2012-2013; 25% of freshman scored at or above level on the state ELA test and 20% of these students achieved proficiency on the Math test. In addition, 75% scored at a level 1 or 2 on the 8th grade Math and ELA exams. Seventy-Nine percent (79%) of our 2012-2013 incoming class were able to achieve the minimum 8.58 credit per semester. In the 2012 – 2013 school year our scholarship rates, for all subject areas, have increased, with an aggregate passing rate between 70% and 75%. Though this has been a marked improvement, rigorous attention to pedagogy and a school wide commitment to literacy across the curriculum will increase the probability of the continued success of our student population. Our goal is to reach an aggregate passing rate between 80% and 85% for the 2013-2014 school year.**

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Establishment of a 9th grade academy with dedicated staff to ensure seamless transition from middle school to high school
 - The Ninth Grade PLC (Professional Learning Community) meets on the second and third Monday of the month to examine student progress, behavior and to plan college tours and the Freshman Forum.
 - Inquiry is held the first and fourth Tuesday of the month to examine student work and refine instruction.
 - Diagnostic exams are administered every six weeks to identify student challenges
 - Formative assessments are done daily to assess student growth and to inform lessons and classroom practices.
 - Summative assessments are administered and examined to monitor student mastery of content topic.
- Establishment of a 10th Grade PLC (Professional Learning Community) with dedicated staff to ensure progressive academic and social growth as maturing high school students
 - The Tenth Grade PLC meets on the second and third Monday of the month to discuss, programming and behavioral issues as well as plan celebration of students' success, college tours and other events which impact the overall development of the academic and social needs of the students.
 - Inquiry meetings are held the first and fourth Tuesday of the month to support teachers in designing and implementing classroom practices to impact the academic challenges identified in both the diagnostic and formative assessments.
 - Diagnostic exams are administered every six weeks to identify student challenges
 - Formative assessments are done daily to assess student growth and to inform lessons and classroom practices.
 - Summative assessments are administered and examined to monitor student mastery of content topic.
- 11th and 12th Grade CTE PLC
 - The Eleventh/Twelfth Grade team meets on the second and third Monday of the month to discuss student progress, behavior and to plan college tours.
 - The Eleventh/Twelfth Grade specific inquiry team meets on the first and fourth Tuesday of the month
 - Students are placed in professional internships
 - Participation in College Now/High School Partnership Programs to earn college credit

- Diagnostic exams are administered every six weeks to identify student challenges
- Formative assessments are done daily to assess student growth and to inform lessons and classroom practices.
- Summative assessments are administered and examined to monitor student mastery of content topic.

B. Key personnel and other resources used to implement each strategy/activity

a) 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 learners' needs.
- Principal, and 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.
- Professional Learning Communities, grouped by grade, have placed the students into smaller cohorts so that each student is assured individual attention . Placing our students in smaller pockets, assigned to specific guidance counselors, has given us the ability to pay attention to and meet the needs of a specific sub-group of students. Less students fall through the cracks and more students are kept on track for graduation.

b) 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-monthly grade specific PLC meetings give us more in-depth and hands on information. Content specific and teacher facilitated Reflection meetings, held three times per month, allows teachers classroom practices as directed by administration as well as personal pedagogy. Policy is made specific to each PLC according to the CTE major and the needs of their respective 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, while our ninth graders have double periods English and History.
- Teachers in these PLC's 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. Teachers collaborate with each other, with input from administration and guidance, to share and better classroom practices and assessments.

- Monthly teacher lead meetings are held to refine instruction. In these meetings curricula are refined and units are synchronized.

c) Timeline for implementation.

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

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 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.

- **Targets to evaluate progress**

Ninth Grade PLC

- Increase in desired behavior, college tours planned and implemented during the targeted semester and artifacts of the Freshman Forums.
- Minutes taken and outcomes from the inquiry meetings will serve as targets
- Each marking period's diagnostic, two formatives and one summary will be submitted to content supervisor

Tenth Grade PLC

- Increase in desired behavior, college tours planned and implemented during the targeted semester and artifacts of the celebrations.
- Minutes taken and outcomes from the inquiry meetings will serve as targets
- Each marking period's diagnostic, two formatives and one summary will be submitted to content supervisor

11th and 12th Grade CTE PLC

- Targets for the PLC meetings would be increase in desired behavior, college tours planned and implemented during the targeted semester and artifacts of the celebrations.
- Minutes taken and outcomes from the inquiry meetings will serve as targets
- There is continual communication between the job site, the CTE teacher and/or the work based leader coordinator, for internships. Communications can take the form of phone calls, emails, text messages as well as in person face to face conversations.
- There are also midterm and final evaluations that each site supervisor completes for each intern. We use these evaluation forms to gauge student learning as well as their employability growth. These forms also evaluate the program's success.
- Each marking period's diagnostic, two formatives and one summary will be submitted to content supervisor

Parental Involvement

- Parent Teams will attend their respective PLC meetings; September 2013 through June of 2014.
- Teachers will establish relationships with students' households by making phone calls to report achievements and challenges; September 2013 through June of 2014.
- Parents will receive their own certificate of achievement at the celebration at which their child is being acknowledged; September 2013 through June of 2014.
- Parent's will be invited to chaperone trips; September 2013 through June of 2014.

- Guidance arranging individual meetings with parents and children September 2013 through June 2014
- Title I Spring Conference will be conducted in March of 2014
- Parent involvement in SLT meetings which impacts academic policy effective September 17, 2013 through June 10, 2014.

D. Timeline for implementation and completion including start and end dates

September 2013 – June 1014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- .All staff members will be programmed, by grade teacher teams, to share similar common preps in order to look at student work and identify strengths and weaknesses. This strategy will indicate instructional and curricula refinement. Furthermore, all staff members will be provided with professional development concentrating on common Core tasks alignment. Our formal assessments, summative assessments and diagnostics will be aligned to the common core tasks protocols.

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).

- - PTA representation will be identified and contacted to be available to participate in grade level meetings.
- When students are celebrated for excellence, the parents of those students will also be celebrated and invited to participate in the celebration as well as help to organize the event
- Grade specific parent teams will meet monthly with teacher team; September 2013 through June of 2014.
- Attendance Liaison calls home every time a student is missing, late or cuts; September 2013 through June of 2014.
- Parents have access to Jupiter Grade to see their child/ren academic progress; September 2013 through June of 2014
- Parents asked to attend case conferences with teachers and the guidance counselor specific to the needs of their child/children September 2013 through June of 2014.
- Making use of parent's e-mail/standard mail/phone master to communicate; September 2013 through June of 2014.
- Guidance arranging meetings with parents and children ;September 2013 through June 2014
- Guidance arranging grade level and PLC specific parent meetings to review their child's success and plan for graduation September 2013 through June of 2014.
- Parent Title I Spring Conference will be conducted in March of 2014

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Budget and resources alignment	Tax Levy	✓	Title IA		Title IIA		Title III	✓	Set Aside	✓	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

-Purchase of Softchalk7 licenses to write the BES on-line Modules.

-SES (Supplemental Education Services) free tutoring under Title I (DOE)

Goal and Action Plan #2

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

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

- **By June 2014, we will reduce the number of incidents resulting in Principal's and Superintendent's suspensions, by 10% from 95 to 85 by providing weekly individual and small group student counseling sessions, fostering dignity and respect for all.**

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.

The school has experienced several to too many incidents, student to staff and student to student, which resulted in 100 suspension ins 2011, 98 suspensions in 2012 and 95 suspensions in 2013. Anecdotal feedback from students within our Ninth Grade Academy, suggests that creating a strong and supportive environment with clearly defined roles and guidelines which provide accountability, helped them transition successfully from middle school to high school. These same students as tenth graders are less challenging than previous groups which did not experience the same structure.

This structure now requires that all staff engage in the challenge of designing a process to maximize the students' potential. Teacher Team 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.

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, specific to their chronological academic and social needs, 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 and career ready.

We also recognize that to promote cohesion, there has to be a clearly defined belief system and goals and procedures. As mentioned, the goal is being accomplished

through floor redesigns on which there is a dedicated guidance counselor, PLC teacher teams, dedicated school safety, dean as well as a grade level parent team.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- a) strategies/activities that encompass the needs of identified student subgroups,
 - The school's mission statement and core values will be reinforced daily.
 - Report card conferencing
 - Formation of an Alumni Association seated in student government
 - Dress for Success Fridays to introduce our students to the protocols in the work environment
 - Male and female support groups held weekly for soft and social skills reinforcement
 - Individual and small group counseling sessions conducted to address social emotional issues
 - Freshman Forum and Junior/Senior Mock Interviews

2. Key personnel and other resources used to implement each strategy/activity

- a) key personnel and other resources used to implement these strategies/activities,
 - Partnership with Children (CBO) will conduct gender groups
 - Non Pedagogical staff members identified for report card conferencing
 - Identify teacher(s) to facilitate student government
 - Guidance counselors, social workers , SPARK will conduct individual and small group counseling sessions

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Student and staff behavior and conversations will reflect knowledge of mission and core
 - Student relationships will expand beyond their respective teachers

- Increased participation of graduates in school activities
- Increased self esteem as reflected in respect for others (conversation) and self (attire)
- Long term placement in internships
- An identified college or career plan
- Increased attendance.

4. Timeline for implementation and completion including start and end dates

-September 2013 – June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Mission statement and core values will be stated as a part of the morning announcements
- Student government will implement weekly events to assist students with soft skills/world of work skill sets
- Partnerships will be formed with community organizations that can support our outcomes through underwriting or in-kind contributions
- Freshman Forum used to teach expectations and core values
- Junior/Senior Mock Interviews will identify strengths and challenges in interview skills
- Student government will work with their respective grades in designing and implementing dress for success/world of work events -Student progress will be assessed during weekly teacher team meetings.

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).

- 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.
- SLT parents involved in creating mission statement and identifying core values
- Grade level parent team per floor will allow parent participation in event planning
- PTA members will participate in report card conferencing
- Counselors will maintain consistent communication with parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	Tax Levy		Title IA		Title IIA	✓	Title III	✓	Set Aside	✓	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 75% to 78% by June 2014 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.
- 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

d) Strategies/activities that encompass the needs of identified subgroups

a) strategies/activities that encompass the needs of identified student subgroups,

- Bi-weekly attendance meetings to identify chronic absences
- Frequent home visits
- Reward students for perfect attendance
- Call students' homes after first period attendance to inform parents of student's absence
- Call students' homes after daily attendance
- CBO (Partnership With Children) targets students with 20 or more absences per semester

e) Key personnel and other resources used to implement each strategy/activity

- The attendance teacher and staff visit homes of students who have a chronic attendance problem.
- Teachers call students' homes to report absence in their respective classes
- Funds identified to reward students with perfect attendance

f) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teacher call log
- Count taken of number of chronically absent students who are attending regents prep and or missing work group
- Attendance reversal (students who missed the period for official attendance can have their attendance reversed if other subject area teachers **have**

marked them present)

-Student attendance at CBO sponsored after school programs

-Tracking of students who have been acknowledged for perfect attendance

-Number of students able to acquire 8.5 credits per semester

g) Timeline for implementation and completion including start and end dates

September 2013 through June 2014

h) Describe programmatic details and resources that will be used to support each instructional strategy/activity

a) CAASS is used to track students attendance to school (morning entry) and in school (lunch periods)

b) Subject teachers provides folders with missing work

c) Teacher assigned to class supports students in completing the work

d) Assembly conducted at end of day or during lunch periods

e) CBO does a raffle, have parties and various other incentives for maintaining focus

f) Ninth and Tenth grade students are programmed for double periods of English and Math

g) During their junior year because requirements have been satisfied, students now have room in their programs for advance placement courses.

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).

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 and emails

Personal phone calls (Parent Coordinator, teachers and Guidance Dept.)

Case Conferencing

Senior Parent Dinner

Parents Invited to celebrations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	Tax Levy		Title IA		Title IIA	✓	Title III	✓	Set Aside	✓	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

Goal and Action Plan #4

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 2% , from 65% - 67%, by June 2014 and of that population, 2% also receiving an advanced regents diploma by June 2014.

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. We have had success in graduating our students over the years (2010 - 53%, 2011 - 60%, 2012 - 67%, 2013 - 65%). Presently, our graduation rate has increased to 65%, 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

b) Strategies/activities that encompass the needs of identified subgroups

- Students are grouped by grade specific floors.***
- Regents prep two times per school year***
- Monthly professional development***
- Inquiry to examine student work***
- Curriculum mapping and Unit Plan development***
- Acquisition of Lead Teacher***
- Acquisition of Instructional Leads***
- Guidance Counselors review student transcripts***
- Students earn a minimum of 16 credits a year in order to accumulate maximum number of credits to meet graduation requirements.***

-Students are programmed based on their need to meet graduation requirements.

-Graduation conferences are held with parents and students three times a year.

-Consistent reminders are given to students regarding specific failing classes.

-PM/Saturday School.

c) Key personnel and other resources used to implement each strategy/activity

-Administrators

-Guidance Counselors

-Teachers

-One Lead Teacher

-Three instructional Leads Teachers

d) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. -Bimonthly grade specific meetings

2. -Success rate of passing or improving score on regents exams

3. -Adjusted instructional strategies in the classroom

4. -Refining of curriculum and Unit plans

5. -Lead Teacher Collaboration Labs

6. -Instructional Lead Teacher Reflections Groups held three times per month

7. -Individualized Graduation Plans

8. -Students achieve 8.5 credits per semester

9. -Agenda and attendance log for parent events and outreach

10. -Individual meetings and or group meetings with guidance and students in danger of not graduating

11. -Attendance taken at PM/Saturday as well as final grade

e) Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

f) Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. -Discussion of behavior management in grade specific meetings

2. -Students identified by

3. * those who are in a course which ends in regents

4. *those students who have not yet taken the regents

5. * those who need to improve their scores

6. -Designed to meet Danielson and CIE specific requirements

7. -Students chosen from lowest third population on the grade level including special needs and ELLs

8. -Monthly refining instruction and curriculum meetings

9. -Logs, attendance and minutes for meetings

10. -Guidance meeting with students individually or in groups

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).

-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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	Tax Levy		Title IA		Title IIA	✓	Title III	✓	Set Aside	✓	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Funding for Guidance counselors

-Funding for AIS in the form of Summer school Saturday and PM school salaries.

Goal and Action Plan #5

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

Annual Goal #5

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

NOT APPLICABLE

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

a) Strategies/activities that encompass the needs of identified subgroups

1.

b) Key personnel and other resources used to implement each strategy/activity

1.

c) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6.

d) Timeline for implementation and completion including start and end dates

1.

e) Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	120: PM School and Saturday School Monday through Saturday to make up past failures from 9th -12th grade All students are involved the instructional focus across the school and across curriculum. Students do close reading of documents, make a claim and write critically to support their point of view by citing evidence from the text,	Small groups	During school and after school
Mathematics	60: PM School and Saturday School Monday through Saturday to make up past failures from 9th -12th grade. All students are involved in the instructional focus across the school and across curriculum. Students do close reading of word problems to identify key vocabulary which will indicate the strategy necessary for solving the problem,	Small groups	During school and after school
Science	42: Weekly PM School to make up past failures from 9th -12th grade. All students are involved in the instructional focus across the school and across curriculum. Students do close reading of informational texts, make claims, and write critically to support their point of view by citing evidence from the text. Using a combination of blended learning, online modules and topic specific projects; students are able to complete past failures in living environments, chemistry and physics.	Small groups	During school and after school
Social Studies	155: PM School and Saturday School Monday through Saturday to make up past failures from 9th -12th grade All students are involved the instructional focus across the school and across curriculum. Students do close reading of	Small groups	During school and after school

	<p>primary and secondary source historical documents, make a claim, write critically to support their point of view by citing evidence from the text to write a comprehensive DBQ and thematic essay</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Our psychologist and social worker both have case loads where students are mandated to receive service.</p> <p>Guidance counselors meet with students and parents regularly to review academic data to keep parents informed. This data is also used to assist teachers in addressing the social and emotional needs of the students as circumstances require.</p> <p>Partnership With Children, a CBO which addresses poor attendance for students who are at risk of dropping out of High School, provides services for both students and families.</p>	<p>Small Group; individual when needed; parent workshops and leadership teams</p>	<p>During school and after school</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Principal, and 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.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Parental involvement activities such as health fairs, Title I Seminars, PTA facilitated small group activities
- Academic Intervention Services such PM/Saturday School and tutoring
- Individual and group counseling by social workers and guidance counselors
- Mandated related services guidance counselors, social workers and psychologist
- Attendance outreach by attendance liaison and staff
- Violence prevention programs in assemblies and guest speakers
- Home visitation by designated staff and CBOs

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers have been given professional development on what constitutes a formative and or summative assessment aligned to the common core. They are encouraged to use a variety of assessment strategies, however two formative and one summative must be submitted to administration for each marking period. In our professional development teachers were asked to bring one example of an assessment which they use in their classroom. They were asked to share effectiveness of the format chosen for their particular population and content. After this sharing they were asked to brainstorm activities which they felt could be used as assessments. Many creative ideas were shared which the teachers were able to include in their classroom practices.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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:
 - f) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - g) 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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

William H. Maxwell Career and Technical Education High School

School Parent Involvement Policy

2013-2014

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:

Parent Responsibility:

<p>William H. Maxwell Career and Technical Education High School will:</p>	<p>The Parent/Guardian will:</p>
<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. 	<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

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

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.

- 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.

requested;

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

Student Responsibilities:

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

- Do my homework every day and ask for help when

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 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

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.

<p>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.</p>	
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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:	Parent Responsibility:
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- 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 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.

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• 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.

• 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

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

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 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;

Student Responsibilities:

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Comply with all school rules 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.

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 660
School Name William H. Maxwell CTE High School		

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

Principal Mr. Jocelyn Badette	Assistant Principal A. Martin
Coach type here	Coach type here
ESL Teacher M. Ortiz	Guidance Counselor D. Cunningham
Teacher/Subject Area S. Schwartz	Parent N/A
Teacher/Subject Area J. Cunalata	Parent Coordinator K. Scott
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	476	Total number of ELLs	38	ELLs as share of total student population (%)	7.98%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										3	3	3	3	12
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	3	3	3	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	19
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	17

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17	2	0	4	0	0	17	0		38
Total	17	2	0	4	0	0	17	0	0	38

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	7	7	8	35
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian										1			1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	15	7	7	9	38

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	2	2	1	8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										7	2	1	5	15
Advanced (A)										5	3	4	3	15
Total	0	0	0	0	0	0	0	0	0	15	7	7	9	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		0	
Integrated Algebra	6		4	
Geometry				
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	3		0	
Physics				
Global History and Geography	8		3	
US History and Government	3		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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. We also use diagnostic tests every marking period which help us guide curriculum and interventions.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 as in previous years. The majority of our students, 22 to be exact scored very low on the writing part of the NYSESLAT. This area of the test was analyzed and it was concluded that maybe due to the Common Core Standards shifts made to the test this past year, it contributed to the low scores. However, our ELLs in the past have shown weakness in the writing part of the test.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
RNMR is not available as of 9/27/13
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. 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 42 % of the students taking the English Regent passed it, this year 0 passed it. Global History is also an area of concern. Only 37% of the ELL students taking the Global History Regents passed it. Math's results are better: 66% of the students taking the Regents passed it. In the area of science, 0 % of the students taking the Living Environment Regents results passed, which went down from last year but 50 % of student taking the Earth Science Regents passed.
 - b. The school leadership utilizes the results from the ELL Periodic Assessment to pinpoint the areas of concerns. The ELL curriculum is written to address to the needs of the students based on the test results. Moreover, students are offered tutoring during school hours or after school.
 - c. The school personnel have 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students at the beginning of the school year are administered interest surveys and learning inventory where they identify their language preferences and their native language is used as support.
7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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. Even though the the NYSESLAT scores do not show big gains, students have shown some gains. Most students improved in several of the modalities.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 or translation services are provided and given the Home Language Identification Survey to complete within 10 school days. 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 ELPC screen is updated within 20 days with the parents' choice of program. The interview, assessment and administration of the exams are conducted by our ELL coordinator, who has a MS. in Education: Teaching English to Speakers of Other Languages, a Post-Master's Advanced Certificate in Bilingual Education, is fluent in Spanish, and is a licensed TESOL teacher.
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.
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 within 10 days of attendance. 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. If parents did not complete the Selection Form within 10 days of attendance, phone calls are made and letters are sent home. If parents chose a program not available in our school, we provide information on other schools that have that program of choice. While waiting for the program of choice, students are placed in the appropriate level per NYSESLAT data in our Freestanding ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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. Letters and forms are stored in the main office RM 221.
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. Also, ELL teacher/ELL coordinator distributes and collects the forms, during class instruction and students are made aware of the importance of the letters.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- The 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. The ELPC screen in ATS gets updated within 20 days of administering LAB-R and Parent orientation.
- Students are programmed in accordance to their NYSESLAT results from the most recent administration period.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The ELL coordinator/ ESL teacher is involved in the yearly NYSESLAT administration. We use the RLEC report to schedule the test. The ELL coordinator sends letters home to inform parents of the upcoming exam, emphasize 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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①
- 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.
- 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- 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 separated into three levels: 9th to 12th grade Beginning, Intermediate, and Advanced. Our classes are setup this because we have a small population of ELLs (38 students) and there are not enough students to have classes per grade level.
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)?

At Maxwell High School, the ESL students are a priority. The ESL coordinator/ teacher ensures 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 classes, ESS61-01, ESS62-01, ESS63-01 meet for three forty-two minute periods daily for a total of 630 minutes. The intermediate classes, ESS64-01 AND ESS65-01 meet for two forty-two minute periods daily for a total of 420 minutes. The advanced class, ESS66-01 meets 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ESL Teacher works 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 two newcomers in the beginning level, thus, necessitating instruction in both Spanish and English.

Content is made comprehensible through the use content rich fiction and nonfiction with the use of graphic organizers and scaffolding as well as students' learning styles, differentiated instruction, and cooperative learning. Students are allowed to use different software or websites to help them with content such as Lingro.com which provides vocabulary support. We also have Brain Pop which provides educational support in all content areas. Students also use new software called Study Sync which provides content support for both fiction and nonfiction. 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 configurations, manipulatives and realia. Multi entry point activities and strategies are also included in the curriculum.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Presently, there are only two 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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Since W. H. Maxwell CTE High School adopted the Common Core Standards, ELL students are assessed through formative and summative tasks every marking period that are aligned to these standards which covers all four modalities. Students are also assessed every marking period when diagnostic tests are administered. In addition, students also take Pearson's periodic assessment.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. 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. Computers are available in the classroom to facilitate the writing workshop portion of the class. In addition, one of the SIFE has a paraprofessional at all times.

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. Maxwell'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.

e. 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are programmed for classes that follow their IEP recommendation while still being placed within least restrictive environment. Six 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. First, second, and third periods are blocked for ESL instruction.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

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

Native Language Usage and Supports

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

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

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Like last year, this year we will continue our built-in tutoring session for all content areas as part of the regular class periods. Students are also provided with bilingual dictionaries and glossaries to use in all content areas. 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is fully aligned with the Common Core Standards and the New State mandates. Our curriculum is constantly changing to cater the ELLs' needs. The Common Core library and EngageNY.org are some of the resources used to infuse our program with content and assessments. Our program uses different methods to deliver content and develop language acquisition. For instance, for language support sometimes translanguaging is used especially for the beginning level. For the delivery of content The Cognitive Academic Language Learning Approach (CALLA) is used where student are taught explicitly learning strategies for academic tasks. Moreover, the Writing and Reading workshops are used when students are reading informational or fictional texts and writing argumentative writing as well as other types of writing.

11. What new programs or improvements will be considered for the upcoming school year?

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.

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.

12. What programs/services for ELLs will be discontinued and why?

Achieve 3000 and Rosetta Stone were discontinued with the ELLs due to budget constraints.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 most of the boys on the baseball team. Even though practice starts 9th period, the ESL students report after their 9th period class.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Technology is made available to all ELL subgroups and ESL teachers. The ESL suite is equipped with one smart board, 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, Storybook Weaver, Brain Pop, and we acquired the program Study Sync.

We use different resources for content area support and instruction, such as McDougal Litell Bridges to Literature, CollegeBoard SpringBoard English Textual Power, The Interactive Reader Plus with additional support, informational texts from Engage NY.org, and others.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development for the ELL personnel at the school is provided by workshops both inside and outside of Maxwell. The CFN provides professional development every month. 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.

Teachers are then turn-keyed to the ESL personnel. Much of the professional development occurs as part of bi-weekly study groups incorporated into the Small Learning Community meetings as well as our professional development half days. All personnel attend these meetings and this is why they are utilized to address the ELLs needs. All personnel also attend once a month intensive PD for two hours and half.

2. All personnel are required to attend once a month intensive PD for two hours and half on the Common Core Standards, CIE and Effective Teaching Strategies, Curriculum, Looking at Student Work, Designing Coherent Instruction - Learning Environment, Classroom Management, Task Writing, Managing Student Behavior, Instructional Focus - Literacy, Rigor and Questioning Techniques, Student Engagement, Differentiated Instruction, Technology SmartBoard - Google Apps, SESIS, and multi entry point. All these workshops are provided by the APs, lead teachers, and teachers. These sessions started in September and will end in June.

3. 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. ELL coordinator meets with guidance counselors to go over scores and schedule students' program. ELL coordinator helps interpret the data and explains what each ESL level entails.

Furthermore, the guidance counselors and ELL coordinator/teacher make sure ELLs are programmed in the appropriate ESL classes as well as monitor their progress in all content areas. We also meet with parents and students during freshman orientation and throughout the school year. Our school has open communication with parents and teachers. Students received an advisory period in their freshman year to help them transition.

4. 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: multi entry points, 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. During SLC meetings, and professional development sessions attendance is taken and minutes are kept to track hours of training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our school has different parents' activities like PTA meetings, open school night, breakfast senior meeting, and workshops. 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. Moreover, parents can contact the school which has an automated system with native language support, and translation services are also available.
 2. Maxwell currently works with Partnership for Children. This community based organization provides assistance with outreach efforts and also offers family counseling for students. We also have translation services.
 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. Since the PTA coordinator does not know Spanish, the ELL coordinator who speaks Spanish, communicates with the parents and help with any thing related to school. PTA coordinator and ELL coordinator help each other with translation or phone numbers.
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. Parents are offered translation services when they are needed. They are also given a survey to complete in case they have further questions that can be addressed at future meetings.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: W. H. Maxwell CTE High School

School DBN: 19K660

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Jocelyn Badette	Principal		10/11/13
Antoniette Martin	Assistant Principal		10/11/13
Karen Scott	Parent Coordinator		10/11/13
Meldryn Ortiz	ESL Teacher		10/11/13
	Parent		1/1/01
Julisa Cunalata	Teacher/Subject Area		10/11/13
Sandi Schwartz	Teacher/Subject Area		10/11/13
	Coach		1/1/01
	Coach		1/1/01
Dorothy Cunningham	Guidance Counselor		10/11/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K660 School Name: William H. 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.

At the beginning of every school year, the home languages for the English as a Second Language students are confirmed on ATS. In addition, the parents are contacted to ascertain that communication in English is a viable option. After having reviewed the RPOB report currently, we have 38 English Language Learners and 2 home languages: two speakers of Haitian Creole, and thirty six speakers of Spanish. Translation services are provided for all parents regardless of students' ESL service status. The ELL coordinator is fluent in Spanish and thus facilitates both oral and written communication with the parents. Our staff has been made aware of the translation services available as well as that ELL coordinator's availability for translation.

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.

Our current needs are parent contact letters, and school announcements. In house interpretation is also needed for Parent Teacher Conferences. The ESL coordinator welcomes emails concerning student progress or behavioral issues needing to be addressed. The coordinator has translated parent contact letters, student contracts and interpreted for the teachers during parent teacher conferences. We have other staff members who provide translation services. We also have translated documents from the DOE website which also been made available. The ELL Coordinator has translated S.L.C. documents that are sent to parents (one side English/other side is Spanish). We also have newcomers who need extra help. The ESL coordinator has made herself available to the staff to orally translate exams, assignments, and support classroom instruction as push in. Staff is also aware of the language preference via ARIS and emails.

Part B: Strategies and Activities

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

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

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

As for oral interpretation services, the ELL coordinator, a bilingual secretary and an attendance liaison are available to interpret when parents visit the school or attend parent/teacher conferences or meetings, phone calls are needed to the home, disciplinary meetings, assessment meetings, IEP planning meetings, etc. If it is necessary, the Translation Unit will be utilized for outreach of parents or guardians who might need oral interpretation services.

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		