



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

19K660

School Name:

W. H. MAXWELL CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Principal:

JOCELYN BADETTE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: William H. Maxwell CTE High School School Number (DBN): BK 660
Grades Served: 9-12
School Address: 145 Pennsylvania Avenue Brooklyn, New York 11207
Phone Number: 718-345-9100 Fax: 718-345-5470
School Contact Person: Ms. Audrey Jackson Email Address: AJackson2@schools.nyc.gov
Principal: Mr. Jocelyn Badette
UFT Chapter Leader: Mr. Edward Ludde
Parents' Association President: Mr. Quentin Strongs
SLT Chairperson: Ms. Audrey Jackson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Bertha Cheaks
Student Representative(s): Ms. Asia Milan
Ms. Maya Moore

District Information

District: 19 Superintendent: Mr. Donald Conyers
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn, New York 11236
Superintendent's Email Address: DConyers@schools.nyc.gov
Phone Number: 718-968-4100 Fax: 718-241-9223

Borough Field Support Center (BFSC)

BFSC: _____ Director: Ms. Bernadette Fitzgerald
Director's Office Address: 131 Livingstone Street – Room 501
Director's Email Address: _____
Phone Number: 718-225-5119 Fax: 718-935-4314

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jocelyn Badette	*Principal or Designee	
Edward Ludde	*UFT Chapter Leader or Designee	
Quentin Strons	*PA/PTA President or Designated Co-President	
Cynthia Thompson	DC 37 Representative (staff), if applicable	
Bertha Cheaks	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Maya Moore & Asia Milan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Estelle Lilly	Member/	
Sunita Blah	Member/	
Charmaine Burton	Member/	
Sandra Jeremiah	Member/	
Trina Hall	Member/	
Sherreen Simpson	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

William H. Maxwell Career and Technical Education (CTE) High School is located in the East New York section of Brooklyn; it is a predominantly African American (51.4%) and Latino community (36.7%). Fifty percent of the East New York population has had some high school and or college education (26.2% and 24.5% respectively). Our total student body numbers 517 and our racial composition of 69% African American and 28% Latino mirrors that of the community. Within our population of 517, 152 or 30 % of our students require Instructional Support Services (ISS) and 37 or 8% are English Language Learners (ELL). In taking a critical look at our student population, we have identified 41% are lowest third citywide.

Maxwell, formerly an all girls' high school, has a population which continues to reflect that legacy with 368 female students and 149 males. Maxwell's mission is to ensure that all students are college and career ready, to become productive citizens in a competitive global economy. This is to be done by promoting equity, excellence and high expectations not only for our students but for all stake holders in the building and the community. One of the contributing factors to our heavily female populated environment is that we offer CTE majors which are traditionally female saturated. Our majors are Apparel Design, Cosmetology, Health Careers and Communications Media. Our apparel design major has gained a reputation in the City's fashion industry. In addition to our juniors and seniors attending College Now classes for a year at FIT, our students participate twice per year in Brooklyn's Fashion Week. They also work as back stage dressers at various fashion shows around the City. Our Cosmetology major offers students the opportunity to participate in SkillsUSA. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps all students excel in their training and future technical, skilled and service careers, including health occupations. Nationally, SkillsUSA serves more than 310 high schools, college/postsecondary and middle-school students and their chapter advisors who are professional members.

The other professional organization in our school is HOSA. HOSA is a national organization that allows our students in the medical field the opportunity to develop leadership and technical skills. HOSA members focus on the development of character, the promotion of physical, mental, and social health while building self confidence and pride in our work. Over the years, we have had our students elected to statewide positions within the organization.

The Principal's clear and articulated vision drives data-based goals and action plans developed and shared with all constituents to promote a sense of urgency that has resulted in accelerated student achievement. The previous year's Progress Report, Quality Review Report, individual student transcripts, scholarship, students with disabilities and English language learners were reviewed to arrive at each year's goals. We have implemented action plans which focus on improving the graduation rate, increasing the attendance rate to 82% and increasing the scholarship percentages so that more students will earn 10+ credits each school year. These goals are emphasized and shared throughout the school community as the acronym GAS with the G representing the 4-year Graduation rate, the A, the yearly Attendance rate and the S representing the Scholarship rate. The Principal tracks progress toward the goals after every marking period and after each Regents exam administration. This information is used to make adjustments to the action plans as necessary.

19K660 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	512	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	6	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	30	# SETSS	1	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	5	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	32
School Composition (2013-14)					
% Title I Population	85.6%	% Attendance Rate			77.0%
% Free Lunch	86.8%	% Reduced Lunch			1.9%
% Limited English Proficient	8.0%	% Students with Disabilities			33.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			67.6%
% Hispanic or Latino	29.8%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	1.1%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.12	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	56.1%	Mathematics Performance at levels 3 & 4			57.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.8%	% of 2nd year students who earned 10+ credits			68.9%
% of 3rd year students who earned 10+ credits	62.4%	4 Year Graduation Rate			50.0%
6 Year Graduation Rate	69.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	P
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	P
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	P
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.</p> <p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 32 or 75% of teachers will implement the common core learning standards in their respective classes through reading, writing and speaking in order to improve literacy skills.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Assessment – students will be assessed in order to identify their needs every marking period, these assessments will be aligned to the CCLS.</p>	<p>Students</p>	<p>September 2015 and ongoing</p>	<p>Principal, Assistant Principals, Teachers and Parents</p>
<p>Curriculum – curricula will be designed which is aligned to the common core learning standards.</p>	<p>Teachers, Administrators and Parents, PA/SLT</p>	<p>September 2015 and ongoing</p>	<p>Teachers, Administrators and Parents, PA/ SLT</p>

Pedagogy- teachers will differentiate units and lesson plans based upon the levels and categories (ELL, ISS, STH, AP, etc.) to provide multiple entry points.	Students	September 2015 and ongoing	Teachers, Administrators and Parents, PA/ SLT
Literacy – each teacher will provide external text that is lexile leveled, to promote literacy and to reinforce learning in their respective content areas.	Students	September 2015 and ongoing	Teachers, Administrators and Parents, PA/ SLT

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Fair Student Funding, Instructional Tools (books, technology, labs, library, etc.), Teachers, Administrators and Parents, Superintendent Field Office Support and Community Based Organizations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the end of each term, January 2016 and June 2016, progress will be monitored by generating data from formal and informal observations, summative assessment of students, regents’ score, and scholarship report.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	P
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	P
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	P

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

Part 2 – Annual Goal

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

At the end of June 2016, 75% or 100 of the 9th and 75% or 90 of the 10th grade students will have earned 15.16 credits for the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Curricula – will be designed aligned to the common core learning standards and refined as we identify student needs.</p>	<p>Asst. Principals and teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Administrators and Parents, PA/ SLT</p>
<p>Pedagogy- teachers will differentiate units and lesson plans based upon the levels and categories (ELL, ISS, STH, AP, etc.), looking at student work to refine instruction.</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Administrators and Parents, PA/ SLT</p>
<p>Case Conferencing – Monthly meetings set up, for students experiencing</p>	<p>Students and parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers and Guidance Counselors</p>

challenges and those doing well, with parents, students, guidance and teachers			
Classroom Environment – classroom culture and layout are conducive to allowing students entry to the academic process through their learning styles and educational needs. (ELLs, ISS, etc.	Students	September 2015 – June 2016	Teachers, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Fair Student Funding, Instructional Tools (books, technology, labs, library, etc.), Teachers, Administrators and Parents, Superintendent Field Office Support and Community Based Organizations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the end of each term, January 2016 and June 2016, progress will be monitored by generating data from formal and informal observations, summative assessment of students, regents’ score, and scholarship report.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	P
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	P
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	P
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	P
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
1.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data based goals that are tracked for progress and are understood and supported by the entire school community.		
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Throughout the school year, Fall 2015 and Spring 2016, all pedagogical staff members will be strategically programmed to have common prep in order to share best practices, refine curricular and instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Creative programming where teachers of respective departments/subject areas have the same prep period to share best practices.</p>	<p>Teachers and Administration</p>	<p>September 2015 – June 2016</p>	<p>Administrators and Teachers</p>
<ul style="list-style-type: none"> • Case conferencing which involves meetings between teachers, parents and students to address students’ academic achievement and needs. • Grade meetings • Department meetings 	<p>Teachers, Students, Administration, Guidance Counselors and PA</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Teachers, Guidance Counselors</p>

<ul style="list-style-type: none"> • Annual IEP conferences which involve general education and special education teachers, guidance and school based support staff as well as transitional services. • Professional learning lead by teachers/Lead Teacher 	Teachers, Students, Administration, Guidance Counselors and PA	September 2015 – June 2016	Administrators, Teachers and Guidance Counselors
<ul style="list-style-type: none"> • Content area Inquiry Meetings • Sharing best practices • Refinement of curricula and instruction 	Teachers, Students, Administration, Guidance Counselors and PA	September 2015 – June 2016	Administrators, Lead Teacher, Teachers and Guidance Counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Fair Student Funding, Instructional Tools (books, technology, labs, library, etc.), Teachers, Administrators and Parents, Superintendent Field Office Support and Community Based Organizations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the end of each term, January 2016 and June 2016, progress will be monitored by generating data from formal and informal observations, summative assessment of students, regents’ score, and scholarship report.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	P
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	P
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	P
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products.</p> <p>Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Ninety percent of stakeholders will be a part of the decision making process to establish a culture of high expectations through frequent small group meetings during the school year.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Department/Faculty Meeting</p> <p>Student Government Meetings</p>	<p>Pedagogical and Administrative staff</p>	<p>September 2015 – June 2016</p>	<p>Principal/Asst. Principal of Dept.</p>
<p>Grade Meeting/Inquiry Team</p> <p>Safety Team Meeting</p>	<p>Inquiry Team</p>	<p>September 2015 – June 2016</p>	<p>Asst. Principal/Lead Teacher</p>
<p>School Leadership Team Meetings</p> <p>Department Meetings</p> <p>Guidance Counselor</p>	<p>Parents, UFT/CSA, teachers, students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Chairperson, UFT Representative, PA President</p>
<p>Parents’ Association and Principal’s Quarterly</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal and Parent Coordinator</p>

meeting with PA Executive Board			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Fair Student Funding, Instructional Tools (books, technology, labs, library, etc.), Teachers, Administrators and Parents, Superintendent Field Office Support and Community Based Organizations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
At the end of each term, January 2016 and June 2016, progress will be monitored by generating data from formal and informal observations, summative assessment of students, regents’ score, and scholarship report.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Historically our PTC is fairly low in attendance, relative to the number of students enrolled. For school year 2013-2014, approximately 60 parents attended school activities and during 2014-2015, we had 200 parents. We want to increase the number of parental involvement by 45%</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>By June 2016, 25% of the student populations’ parents will have participated in multiple school activities such as parent teachers association (PTA), parent teacher conference (PTC), grade meetings, conferences and guidance related services.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Job Fairs • Health Fairs • Title I Conference • Training on how to assist students academically at home 	<p>Parents and Community</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator and Guidance Department</p>
<ul style="list-style-type: none"> • Acknowledging students of the month and their parents • Conference for parents on CCLS 	<p>Students and Parents</p>	<p>September 2015 – June 2016</p>	<p>PA President, Parent Coordinator and Guidance</p>

• Training on Jupiter to look at student progress			
• School Chats on Open School Night • Grade Team Meeting • Family Night	Parents	September 2015 – June 2016	Principal, Guidance, Parent Coordinator, Lead Teacher
• Monthly Themed School Wide Events • Fall and Spring Concert • Case Conferencing	Student body and staff	September 2015 – June 2016	School Leadership Team and, Adhoc Committees

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Fair Student Funding, Instructional Tools (books, technology, labs, library, etc.), Teachers, Administrators and Parents, Superintendent Field Office Support and Community Based Organizations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Participants demographics will be captured at all events • Parent attendance taken to measure movement in parental participation • Evaluations to be filled out by participants where appropriate • Student attendance on themed event days
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	120 students participate in 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 students participate in 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 Group	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. Complete past failures in living environments, chemistry and physics.	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	Small Group	, During school and after school

		combination of blended learning, online modules and topic specific projects; students are able to		
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 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	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 Group	During school and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our psychologist and social worker both have case loads where students are mandated to receive service .	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.	Small Group; individual when needed; parent workshops and leadership teams	During school and after school

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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:</p> <ul style="list-style-type: none"> • 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. <p>UFT Representative makes sure that all “new-comers” are assured of their rights as well as the benefits that they are entitled to.</p>

2b. High Quality and Ongoing Professional Development

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

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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program

contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	406,460.00	X	X
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,218,515.00	X	X

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

o 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.

o 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.

o The school will incorporate this parental involvement policy into its school improvement plan.

o 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.

o 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.

o Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

o The school will support CSD 19 District Title I Parent Involvement Policy

o The school will encourage parent participation in district-wide events and activities

o 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.

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

• using academic learning time efficiently;

• respecting cultural, racial and ethnic differences;

• implementing a curriculum aligned to the Common Core State Learning Standards;

• offering high quality instruction in all content areas;

• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>W.H. 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>44</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>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</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 focus on providing academic enrichment for after 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 forty-four: thirty-three current students and eleven students: five students who tested out the year before, and six 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, Math, Language Arts, 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 purchased the reading comprehension program called News ELA (www.newsela.com-it was not purchased with Title III monies) as part of our instructional support classes for afterschool as well as other resources like New York Times Upfront Magazine (the subscription was not paid with Title III monies). The News ELA program offers nonfiction materials in the content areas that our student are struggling with as well offers opportunities to practice citing and argumentation which is part of the Common Core shift.

This program will start on October 2nd 2014 and end on June 12, 2015. The dates for October were as follows 10/2, and 10/3, and the dates for November were as follows 11/10, 11/14, 11/17, 11/18, 11/24, and 11/25 from 3:00 P.M. to 5:30 P.M. It will restart on December 1st on Mondays and Tuesdays from 3:00 PM. to 4:30 PM. This program will serve the current thirty-three ELL students and eleven former ELLs who were invited to participate. Approximately twelve to sixteen students who were invited are attending. Therefore, there will be one ESL class with one ESL certified teacher. The duration of the program is about 63 sessions. The ELL teacher will be paid with Title III funds. In addition, starting January 10th, we will meet on Saturdays from 9:00 am to 12:00 pm to June 6th, 2015 for a total of 8 Saturdays.

An ELL Saturday program in collaboration with the Manhattan Theater Club occurs five times a year (season) started on November 8th, 2014 and ends on June 7th, 2015. We have selected to attend and participate in three sessions. It will occur between the hours of 9:30 A.M. and 4:00 P.M. offsite at the Theater Club. ESL teachers are paid from T3 funding. Two fully licensed ESL teachers will participate in this program (two teachers: 2*3 sessions for per session). The Manhattan Theater Club is a theatre organization that provides playwriting or scripts, and acting skills during workshops by actual actors with a theme connected to the Broadway show of the month without charge. In order in to participate we have to make a reservation and attend the morning workshop. ELL teachers' role during the workshop is to facilitate language enrichment and culture. Before we go to the workshops, we discuss the theme of the Broadways show as well as the expectations for social interaction. During the workshops we explain certain elements of the show that they might not know while they are practicing their skits. 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. Materials used for but not paid by Title III funds include online computer programs available through Quizlet, Lingro, Brainpop, Edmodo, News ELA, The New York Times UpFront

Part B: Direct Instruction Supplemental Program Information

Magazine, Discovery Education, Study Sync, and Breakthrough Education Strategies.

Rationale

Cultural Experiences

Some of our monies will go towards paying transportation (where public transportation is not available) and admission expenses for trips taken with the students. Parents will be invited to be a part of these experiences as well. Specifically, all ESL students will be attending a Broadway show during the fall term and spring term. We also hope to attend workshops at museums throughout the city. Because the Common Core Standards has a World Literature component, it is important to expose the students to a variety of experiences.

Furthermore, we have many exciting plans for both semesters. We will to attend the Broadway show On The Town on December 3rd, 2014, in the afternoon, which will indulge student to the historical setting of the 1940s during wartime as well as the theme of the "American Dream." This musical will connect to our argumentative unit on "The American Dream" and to experience all that New York City has to offer. Students will explore and make connections to their own American Dream and the immigrant experience. This performance will serve to reinforce the material studied in Social Studies. It will serve as a perfect celebration and culmination to the 2nd marking period unit that focused on studying American History as part of the a interdisciplinary initiative to improve scores on the U.S History Regents and in the content class. Twenty-seven students, one parent, and two teachers will attend. As newly arrived immigrants, this will also give the students an opportunity to learn more about the nation and city they now call home. Moreover, during the Spring 2015 semester, we also hope to attend the Broadway show Aladdin in March 2015, in the afternoon, which explores and develops one of the writing Common Core Standards: narrative accounts- folktales. This show will enhance our short story unit as well as the drama unit. Twenty-seven students, a parent, and two teachers will attend. Students will explore and make connections to storytelling.

Rationale

These experiences will be new to many, if not all of our students. Unfortunately, our students rarely leave Brooklyn and know very little about the city they now call home. The monies will be used to pay for admission, rental fees, and travel expenses. 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: 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. Some of the courses by Smart Tech (9 courses for 227.70) included:

Topic 1: Focusing Student Attention in an Inclusive Classroom

Rationale: Most of our ELLs have Special Ed. services and we need to guide and focus student attention to help create an inclusive classroom.

Date: 11/03/14

Time: 8th period

Name of Provider: Smart Tech

Part C: Professional Development

Audience: ELL teachers

-

Topic 2: Enhancing Student-Centered Instruction

Rationale: One of the shifts of our school is to create a student centered classroom and this PD focuses on creating differentiated activities quickly and easily while responding to student needs and interests. It also helps to increase student engagement and success.

Date: 11/17/14

Time: 8th period

Name of Provider: Smart Tech

Audience: ELL teachers

-

Topic 3: Engaging Students through Discussion

Rationale: One of Common Core standards as well as NY State ESL standards put emphasis on speaking and listening for information and this PD focuses on generating student interest in topics and engaging the entire class in discussion

Date: 12/01/14

Time: 8th period

Name of Provider: Smart Tech

Audience: ELL teachers

-

Topic 4: Delivering Lessons and Leveraging Interactive Tools

Rationale: This PD is designed to enhance your delivery of interactive whiteboard lessons through organizational best-practices, customization of the Notebook software interface, delivery tips and hands-on practice leveraging interactive tools.

Date: 12/15/14

Time: 8th period

Name of Provider: Smart Tech

Audience: ELL teachers

-

Topic 5: Gathering and Organizing Ideas Training and Assessment

Rationale: This PD uses the SMART Board interactive whiteboard to generate student interest in a lesson and teach students to gather and organize ideas.

Date: 1/05/15

Time: 8th period

Name of Provider: Smart Tech

Audience: ELL teachers

-

Topic 6: Collecting, Organizing and Presenting Related Files

Rationale: This PD focuses on the SMART Notebook collaborative learning software and the SMART Board interactive whiteboard to organize and easily display files and media, create flexible non-linear lessons and be more responsive to student needs and interests.

Date: TBA

Time: TBA

Name of Provider: Smart Tech

Audience: ELL teachers

-

Topic 7: Interactivity in the Classroom

Rationale: This PD focuses on how interactivity impacts learning, about the role of technology in classroom interactivity, and how technology can extend interactivity in the classroom.

Date: TBA

Time: TBA

Name of Provider: Smart Tech

Part C: Professional Development

Audience: ELL teachers

-

Topic 8: Assessing Best Practices for Lesson Development

Rationale: To identify and describe the best practices for lesson development; The purpose of using best practices in the classroom; To compare and critique lessons according to their use of the best practices; To assess lesson strengths and weaknesses based on the best practices

Date: TBA

Time: TBA

Name of Provider: Smart Tech

Audience: ELL teachers

-

Topic 9: Working with Ink Aware Applications

Rationale: This PD focuses on the Ink Aware capabilities of the SMART Board interactive whiteboard to enhance activities in the classroom

Date: TBA

Time: TBA

Name of Provider: Smart Tech

Audience: ELL teachers

In total there will be 9 courses which will be done throughout the school year (every two weeks) starting November 3rd, 2014 during school hours and ending in March 2015. In addition, ELL teacher will participate in the CFN sponsored ELLs PDs which take place once a month and then turnkey to the rest of the staff. Staff in this program will also participate in William H. Maxwell's once a month PDs which will not be funded by Title III, (it started already on September 19th and will continue every third week of the month) that will concentrate on the Citywide Instructional Focus as well as William H. Maxwell's instructional focus which is literacy across the curriculum to develop the skill of citing evidence to support arguments in discussion. This PD will help staff in this program to be in compliance with the Common Core Standards and Citywide initiatives. In turn helping students improve their regents scores and language or content goals.

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 school wide celebrations. Parents are also invited to workshops, which will be funded by the Title III:

Topic 1: Getting to Know Your Child's School

Rationale: This workshop will encourage parent involvement and empower parents with important information about our school such as the different places to get help and the programs that we offer before and after school such as the LYFE Center, clubs, PM school, ESL enrichment and support, etc. as well as the different majors we have.

Date: started 9/5/14/other sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents- new admits and transfers

Part D: Parental Engagement Activities

-
Topic 2: What can I do to help my child succeed?

Rationale: This workshop will offer tips and information on how to get help with homework, how to get a library card, how to improve English skills, websites to practice grammar exercises, and our new reading program-News ELA.

Date: started 9/25/14/other sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

-
Topic 3: Understanding Jupiter grades

Rationale: During this workshop, parents will get help on how to sign up to the program so they can monitor student's progress and communicate with teachers.

Date: started 10/15/14/other sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

-
Topic 4: Understanding ARIS

Rationale: Parents will get access to ARIS so they can track student's progress and graduation requirements.

Date: Will start 12/22/14/other sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

-
Topic 5: Academic progress

Rationale: Parents will be invited to meet guidance and teachers to ask questions about their children's academic progress. This will also serve as an intervention sessions for some students.

Date: started 10/15/14/other sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

-
Topic 5: Path to High School -graduation requirements

Rationale: Parents will get information about the different majors and the requirements for graduation.

Date: started 11/03/14 /other sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

-
Topic 6: Common Core

Rationale: Parents will get information about what the Common Core Standards are and what each grade level will be expected to do this school year. They will receive websites and resources with support for the new Common Core Regents.

Date: started 11/25/14 /other sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

-
Topic 7: Path to College

Rationale: Parents will get information on the different types of colleges available to students as well as

Part D: Parental Engagement Activities

the deadlines and the requirements.

Date: It will start on 1/08/15 /other sessions are done as needed.

Time: various times per parent’s schedule

Name of Provider: ELL teacher/Coordinator and college advisor

Audience: 11th and 12th grade ELL parents

-
Topic 8: College Financial Aid.

Rationale: During this workshop parents will get information on how to complete the financial Aid forms and will get information on the process of applying for scholarships.

Date: I will start on 1/08/15/other sessions are done as needed.

Time: various times per parent’s schedule

Name of Provider: ELL teacher/Coordinator and college advisor

Audience: 11th to 12th grade ELL parents

The dates may be altered, as needed by the parents. All sessions will be in the native language or preferred language by the parent.

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

Parent Coordinator reaches out to parents through bulletin mailed home and backpack notices in their native language. The ELL coordinator also gives letters and reminders about meetings and important information in the native language to students and parents. Meetings are conducted in English and Spanish by the ELL Coordinator; in house translation is available for the Haitian parent and African parent (French speaker).

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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. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 	_____	_____

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 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 ENL teacher, and one parent.

Principal Jocelyn Badette	Assistant Principal Antoinette Martin
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Meldryn Ortiz	School Counselor Gayle Crowell
Teacher/Subject Area Julisa Cunalata/ELA	Parent type here
Teacher/Subject Area Sandi Schwartz/ELA	Parent Coordinator Karen Scott
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	517	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	13
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14	5	1	7	2	3	12	0	9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	13	2	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	0	0	0	0
Haitian										1	1	1	1	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										7	1	0	1	0
Emerging (Low Intermediate)										0	2	0	1	0
Transitioning (High Intermediate)										0	6	1	2	0
Expanding (Advanced)										5	5	2	0	0
Commanding (Proficient)										1	1	1	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	2	2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1	1	3	1	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	8		4	
Integrated Algebra/CC Algebra	15		12	
Geometry/CC Algebra	1		1	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	1		1	
Living Environment	12		8	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	6		2	
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	1		1	
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 W. H. Maxwell High School has participated in the Periodic Assessment for ELLs from Pearson for six 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns on the NYSITELL and NYSESLAT reveal that our students need a concentrated focus to be placed on their writing and reading abilities as in previous years. The majority of our students, eleven students 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data from the Annual Measurable Achievement Objective helps us concentrate on students at risk. We have conferences with students as well as parents. We look at different risk factors. We particularly look at attendance, credit accumulation, regents passed, and the years the students receive ELL services. Then, we discussed and create an action plan to be implemented to help the student.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Our students take the Regents exams in English but are provided with 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 confusing or unable to read the Translated material. After examining the Regents scores, we can see an increase in our passing rate. Fifty percent of students who took the English Regents passed it compared to the 2013-2014 school year which was zero percent. Math's results are better: eighty % of the students taking the Regents passed it compared to the 2013-2014 term which was sixty-six percent. However, Global History is still an area of concern though. Only thirty three percent of the ELL students taking the Global History Regents passed it compared to the 2013-2014 term which thirty seven percent passed. In the area of science, we also had a drop; sixty percent passed this regent compared to the 2013-2014 term which eighty percent of the students taking the Living Environment Regents passed it.

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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

NA

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

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 via glossaries, bilingual dictionaries, translators, etc.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

NA

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

The success of our programs are evaluated through the ELL Periodic Assessment results, report card grades, portfolios, NYSESLAT scores (growth-including the point increases within modalities), teacher self-evaluation, student evaluations, 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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 NYSITELL and Spanish LAB or LENS, 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
If during informal interview with parent, student, and ELL coordinator in the native language, student is determined to be a SIFE, then the LENS, and the Oral interview are administered along with diagnostic tests for ELA and math. Also, student work is collected along with student's teachers' observations about student.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
In order to identify if the student needs English language development some steps are taken with this student: (SIFE oral interview if applicable)informal interview and with parent and student with ELL coordinator in their native language is conducted; home language identification survey is completed. Then, a meeting with the LPT with parent is conducted. Our Language Proficiency Team (LPT) consists of ELL coordinator/teacher, psychologist, ELA/Special Ed. assistant principal, and guidance counselor. Our team determines if student needs to take NYSYTILL after administering different assessments and looking at student's history of language development in school and home and getting input from the Committee on Special Education (CSE). Then, decision is sent to the principal and then principal sends the recommendation to the superintendent. Superintendent determines if students should take the NYSITELL.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The entitlement letters are distributed within the first week of school. The students take the letters 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.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During parent orientation workshops in their native language, parents are informed of their rights after watching parent orientation video of the three different programs NYC schools have for language development: transitional bilingual education, dual language, and Freestanding ENL. ELL coordinator reviews parent's choice of program and clarifies any questions the parents might have.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The ELL coordinator is responsible ensuring that the parents of incoming students are informed of the available three options throughout the city(transitional bilingual education, dual language, and freestanding ENL) and within the school within 10 days of attendance. The online video 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 in their native language. 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 ENL program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The Parent Survey and Program Selection forms are usually completed in the presence of the ELL coordinator upon completion of the DVD/online video. 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. Parents are informed of new changes to our programs via letters in the native language and if they requested a program choice not available in our school, we provide the schools that offer that particular program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent Survey and Program Selection forms are usually completed the same day of parent orientation workshop in the native language or preferred language after watching the video and Q&A section. If parents did not complete the form that day, parents will receive follow up phone calls along with another copy of the form by mail or with student.
9. Describe how your school ensures that placement parent notification letters are distributed.
Students receive placement parent notification letters in the ELL classes and are instructed to bring them back signed. If parents don't send letters back signed, ELL coordinator contacts parents via phone and mail. Parents also receive placement parent notification letters during parent orientation workshop as well as during our parent meetings.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ELL documentation for our students is kept in students' permanent folders and ELL coordinator also keeps a copy in her files. Guidance counselors have access to ELL data kept in student's permanent records.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ELL coordinator/ ENL 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, emphasis its importance, and in order to ensure high student turnout. The ELL coordinator administers the exam multiple times within the testing window to ensure that all students are tested. In addition to the multiple administrations, calls are made to the homes of absent students in order to test as many students as possible.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

ELL coordinator gives letters to students and also sends letters homes to parents notifying of continued entitlement and transitional support.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 ENL 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

- 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 ELL 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. Classes are separated into three levels: 9th to 12th grade Entering, Emerging, Transitioning, Expanding, and Commanding. Our classes are setup this because we have a small population of ELLs (33 students) and there are not enough students to have classes per grade level.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At Maxwell High School, the ELL students are a priority. The ELL 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 Entering classes, ESS61-01, ESS62-01, ESS63-01 meet for three forty-two minute periods daily for a total of 630 minutes. The classes, Emerging and Transitioning classes, ESS64-01 AND ESS65-01 meet for two forty-two minute periods daily for a total of 420 minutes. The Expanding 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 core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ENL 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 several 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 ELL teacher can dedicate an entire class or block to the content areas on a weekly basis. During this time, the ELL 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 home 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. ENL teacher is fluent in Spanish and translates 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 ELL students have a vast in-class library available to them, as well as the school library. .

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

Chart

made aware that although the students have tested out of ENL and are considered proficient they will still need extra help. Teachers reach out to the ELL coordinator to arrange additional support whenever needed. The ELL 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 ENL and get 90 minutes of language development support.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
 ELL coordinator along with ELA teachers and guidance counselors follows up student's academic process. Students get monitored by getting feedback from the students' teacher as well as looking at their portfolios, grades, Regents exams, and MSOL.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 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 ELL 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 ELL teachers work with the Special Education teachers to better serve these children in accordance to their IEPs. All of our students receive the same curricula as their peers. For instance, this school year we adopted ELA Houghton Mifflin Harcourt Collections that provide plenty of language support and is fully aligned to the Common Core Standards. It provides scaffolding for reading and writing for ELLs per grade level.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 ELL-SWDs are programmed for classes that follow their IEP recommendation while still being placed within least restrictive environment. One of our students have full time paraprofessional. The Spanish-speaking paraprofessional allows this student to succeed in his content classes, as well as their CTE classes. First, second, and third periods are blocked for ENL instruction.

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

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

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

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

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

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

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

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

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

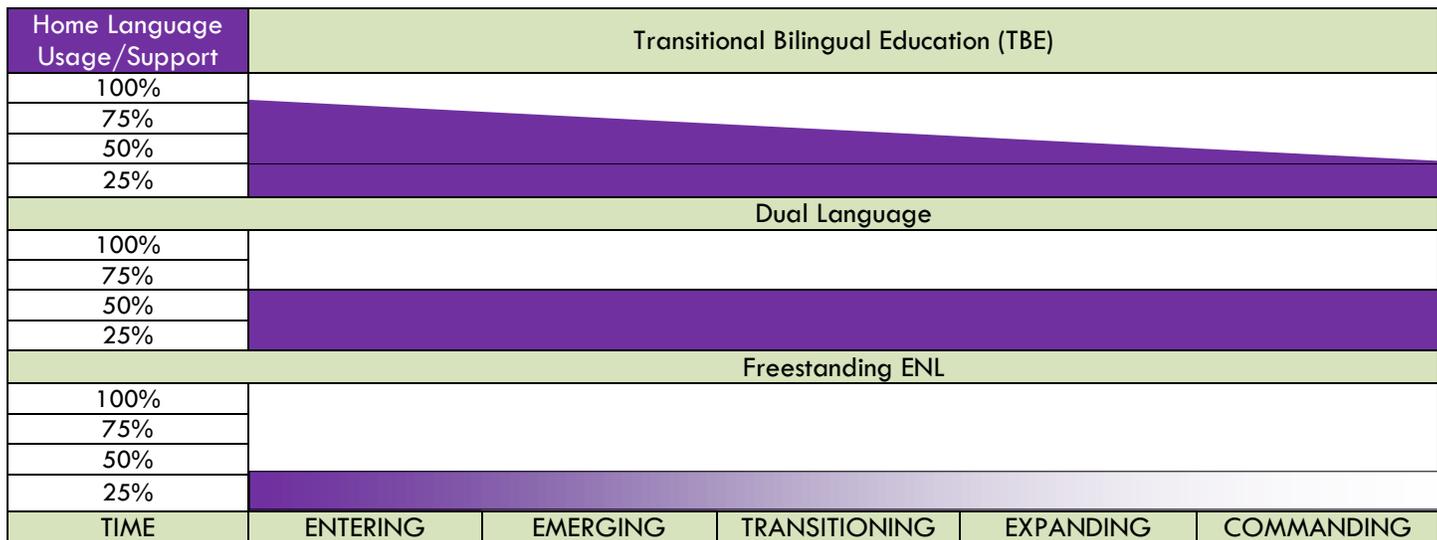


*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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 Entering level, two tutoring sessions a week for the Emerging and Transitioning levels, and one tutoring session a week for the Expanding and Commanding levels. Because both ELL 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, ENL enrichment will be scheduled every Tuesday and Thursday after school for all subjects by licensed teachers. Content teachers and ELL teachers also provide tutoring during lunch periods on a daily basis.
11. 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 York State mandates. Our curriculum is constantly changing to cater the ELLs' needs. Currently our ELLs along with their peers are using ELA Houghton Mifflin Harcourt Core Curriculum Collections. The ELA Houghton Mifflin Harcourt Collections includes all the content areas as a medium for language development and literacy. This program has U.S Seminal documents, science essays, articles, blogs, argumentative essay, research and other types of texts.

In addition, 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.
12. What new programs or improvements will be considered for the upcoming school year?

Our school last year obtained the program News ELA which focuses on nonfiction texts embedded with current events; it is fully aligned with the Common Core standards. Students are assigned to different reading assignments and the program automatically adjusts to the students' lexile levels.

In addition, our ELLs have access to Houghton Mifflin Harcourt Core Curriculum Collection online. They can preview or view the lessons that have been completed in class. This enables the students to revisit the day's lessons at home and complete enrichment activities.
13. What programs/services for ELLs will be discontinued and why?

Achieve 3000 and Rosetta Stone were discontinued with the ELLs due to budget constraints.
14. 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 as well as College Now.

All clubs and teams are open to the ELL 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Technology is made available to all ELL subgroups and ELL teachers. The ENL 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is evident in every aspect of instruction. The ELL 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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students attend a general orientation with all incoming freshman prior to the beginning of the year. New students are assigned an ELL 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.

19. 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development for the ELL personnel at the school is provided by workshops both inside and outside of Maxwell. The Department of ELL 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, Breakthrough Education Strategies computer module development, and Houghton Mifflin Harcourt Collections. All workshops attended by the ELL teacher. 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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, multi entry points, English Language Development-Guidelines for Instruction, The Common Core Challenge for ELLs, and Misconceptions about teaching English-language learners . All these workshops are provided by the APs, lead teachers, and teachers. These sessions started in September and will end in June.
In addition, teachers attend UFT workshops and then turn key what they learned from these workshops to the rest of the teachers. Also, Houghton Mifflin Harcourt Collections offers professional development workshops throughout the school year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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 ENL level entails.
Furthermore, the guidance counselors and ELL coordinator/teacher make sure ELLs are programmed in the appropriate ENL 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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 ELL 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. Even though we face these shortcomings with parent involvement, we still offer meetings and workshops throughout the school year either as a group of parents or individual meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We usually log into Jupiter grade any time we have contact with a parent via phone calls, texts, letters or in person. We also send messages via Jupiter grade system. ELL coordinator keeps records of meetings in her files.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Topic 1: Getting to Know Your Child's School

Rationale: This workshop will encourage parent involvement and empower parents with important information about our school such as the different places to get help and the programs that we offer before and after school such as the LYFE Center, clubs, PM school, ENL enrichment and support, etc. as well as the different majors we have.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents- new admits and transfers

Topic 2: What can I do to help my child succeed?

Rationale: This workshop will offer tips and information on how to get help with homework, how to get a library card, how to improve English skills, websites to practice grammar exercises, and our new reading program-News ELA.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

Topic 3: Understanding Jupiter grades

Rationale: During this workshop, parents will get help on how to sign up to the program so they can monitor student's progress and communicate with teachers.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

Topic 4: Understanding NYC Schools account

Rationale: Parents will get access to NYC School account so they can track student's progress and graduation requirements.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

Topic 5: Academic progress

Rationale: Parents will be invited to meet guidance and teachers to ask questions about their children's academic progress. This will

also serve as intervention sessions for some students.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

Topic 5: Path to High School -graduation requirements

Rationale: Parents will get information about the different majors and the requirements for graduation.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

Topic 6: Common Core Standards

Rationale: Parents will get information about what the Common Core Standards are and what each grade level will be expected to do this school year. They will receive websites and resources with support for the new Common Core Regents.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator

Audience: 9th to 12th grade ELL parents

Topic 7: Path to College

Rationale: Parents will get information on the different types of colleges available to students as well as the deadlines and the requirements.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator and college advisor

Audience: 11th and 12th grade ELL parents

Topic 8: College Financial Aid.

Rationale: During this workshop parents will get information on how to complete the financial Aid forms and will get information on the process of applying for scholarships.

Date: sessions are done as needed.

Time: various times per parent's schedule

Name of Provider: ELL teacher/Coordinator and college advisor

Audience: 11th to 12th grade ELL parents

The dates may be altered, as needed by the parents. All sessions will be in the native language or preferred language by the parent.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

N/A

5. How do you evaluate the needs of the parents?

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 NYC Schools account. 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.

6. How do your parental involvement activities address the needs of the parents?

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.

D. Additional Information

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

N/A

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jocelyn Badette	Principal		10/30/15
Antoinette Martin	Assistant Principal		10/30/15
Karen Scott	Parent Coordinator		10/30/15
Meldryn Ortiz	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
Julisa Cunalata/ELA	Teacher/Subject Area		10/30/15
Sandi Schwartz/ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Gayle Crowell	School Counselor		10/30/15
Karen Watts	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **19K660**

School Name: **William H. Maxwell High School**

Superintendent: **Karen Watts**

Before you begin, please check the following:

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

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

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

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

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

At the beginning of every school year, the home languages for our ELL 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 33 English Language Learners and 3 home languages: two speakers of Haitian Creole, one Arabic speaker, and thirty speakers of Spanish. Translation services are provided for all parents regardless of students' ELL 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on the data from ATS we have parents' preferred languages as follows: English, French, Haitian Creole, Arabic, and Spanish.

Part B: Creating a Communications Calendar

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

The list of documents that our school disseminates: Lunch Forms, Bill of rights for parents, Welcome letter, After school program information, NY State Testing dates, Syllabi, Blue Health card, Jupiter Grade log in information, School calendar, Parent-Teacher Conference Calendar, Graduation Requirements, Regent Exams Calendar, Student handbook, NYC School Access Account, and flyers for school celebrations or events.

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

IEP meetings, Parent-teacher conferences, discipline hearings/meetings, intervention meetings, home visits, and ELL individual meetings as well as group meetings.

Part C: Providing Language Assistance Services

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

Most of the written communication mentioned in Part B are available on the DOE website with all the language choices for our parents, which will be printed out and given to parents as needed. 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.

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

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. For the Arabic speakers the Translation and Interpretation will be contacted when as it is needed. Items to be translated must be given to the ELL coordinator or bilingual pedagogue a week prior to the date needed.

Part D: Training Staff on Policies and Procedures

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

During our faculty meetings reminders will be announced. We will also have signs displaying the services information. We will also send email reminders before school events about interpretation and translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

During freshman orientation, parents will get a folder about translation and interpretation services along with Parent's Bill of Rights, and Parent' Guide to Language Access. Before our parent-teacher conferences, we will send reminders via Jupiter grades to parents about translation and interpretation services. We will also talk about it while conducting individual or group meetings. Language ID Guide will be displayed at security desk and main office.

Part F: Monitoring and Quality Control

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

We will ask parents to rate their experiences via parent surveys or informal interviews.