



MARTIN VAN BUREN HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: MARTIN VAN BUREN HIGH SCHOOL
ADDRESS: 230-17 HILLSIDE AVENUE
TELEPHONE: 718-776-4728
FAX: 718-217-6287

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342600011435 **SCHOOL NAME:** Martin Van Buren High School

SCHOOL ADDRESS: 230-17 HILLSIDE AVENUE, QUEENS, NY, 11427

SCHOOL TELEPHONE: 718-776-4728 **FAX:** 718-217-6287

SCHOOL CONTACT PERSON: MARILYN SHEVELL **EMAIL ADDRESS** MShevel@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: MINDY MARCUS

PRINCIPAL: MARILYN SHEVELL

UFT CHAPTER LEADER: Frank Bancone

PARENTS' ASSOCIATION PRESIDENT: PATRINA REED

STUDENT REPRESENTATIVE:
(Required for high schools) JASON RAMDAT

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: SUMITA KAUFHOLD/Martha Frans

SUPERINTENDENT: Juan Mendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Marilyn Shevell	Principal	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Martin Van Buren High School is a large comprehensive academic high school with approximately 2,600 students. The mission of the school is to develop academic excellence in a safe and secure learning environment and to provide extra-curricular activities to foster student achievement. The school's motto, "Solid lines of communication promote knowledge and understanding," expresses the philosophy of a school that promotes success through problem solving, personal and academic growth, and opportunities to develop leadership skills. We involve faculty, parents, students and Community Based Organizations and agencies in planning and implementing a variety of school programs.

In addition, the Scholars' Program attracts students with 90+ averages in the core academic areas. Finally, the school participates in the College Now Initiative with Queensborough Community College. Reimbursable funding through Project Arts allows us to expand our music and arts program to include classes in fashion design, stage design and a school chorus in addition to Band and other fine arts classes. Martin Van Buren will now institute four houses for each grade level which will be supervised by an Assistant Principal who will be responsible for the day to day facilitation of student progress. Our Academic Intervention Services include tutoring, both during and after the regular school day, Title III and PCEN LEP funding for our ELL students, a full range of guidance services, including college counseling, family outreach, IDEA funded mandated counseling, speech services, and a full range of services to parents by the school's active Parent Coordinator who plans and implements workshops, school leadership team, and PTA Meetings. We also have several credit recovery programs including:

- An Extended Day Program (night school) and Summer School – A variety of core subject courses are offered, as well as Phys Ed classes to support our students to help them obtain credit recovery and articulate into the next grade.
- The Achieve Now Academy is a program that offers credit recovery for under credited "At-Risk" students. If successful, these students will be at the same credit level as their cohort
- Spring Vacation Academy- Students attended our very successful Spring Vacation Academy, which consisted of 5 days of core curriculum subjects for credit recovery. Students attended 6 hours a day (three 2 hour classes). This program focused on repeat 9th graders with the hopes of moving them into 10th grade.

We have a freestanding ELL program designed to empower our approximately 185 ELL students to become independent and proficient readers, writers, and speakers. The ELL curriculum follows the New York State English as a Second Language learning standards. The Standards also provide the framework for preparing students for the NYSESLAT exam. Upon entry to the school, parents complete survey letters that indicate their request for a freestanding ELL program. Given the diverse nature of their origins and their respective levels of competency, these students are tested and placed in their appropriate ELL classes to accommodate their needs. Analysis of students results in the four modalities indicate that writing skills are the weakest and listening skills the strongest for each level of

ELL. Our ELL teachers are all NYS certified and work collaboratively to develop alternative assessment and instruction to improve student writing skills and comprehension.

The school maintains ongoing educational links to Adelphi University, Queens College, Queensborough College, York Colleges Bridge to Medicine Program, and offers College Now and advanced placement classes in all subject areas for 11th and 12th graders in our school. We maintain a variety of partnerships with Community-Based organizations, which include, but are not limited to: Long Island Jewish Medical Center, The Ronald McDonald House at LIJ, Polytechnic University, Queensborough Community College, DNA Learning Center at Cold Spring Harbor in Long Island, LaGuardia Community College, York College, the Japan and Korea Societies, Cross Island YMCA, the Little Neck YMHA, and St. Mary's Children's Hospitals.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Martin Van Buren High School								
District:		26	DBN #:		26Q435	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			85.7	86	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			93.9	94.56	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			29	20.3	32.1	
Grade 8		0	0	0						
Grade 9		1154	1025	971	Students in Temporary Housing - Total Number:					
Grade 10		837	812	710	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		549	623	584			11	99	TBD	
Grade 12		609	489	542						
Ungraded		8	1	2	Recent Immigrants - Total Number:					
Total		3157	2950	2809	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							56	49	26	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		168	154	167	Principal Suspensions		136	412	TBD	
# in Collaborative Team Teaching (CTT) Classes		22	16	20	Superintendent Suspensions		18	24	TBD	
Number all others		131	145	128						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	184	192	182	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	26	17	44	Number of Teachers	154	153	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	49	50	TBD
				Number of Educational Paraprofessionals	8	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	100	104	TBD	% fully licensed & permanently assigned to this school	99.4	100	TBD
				% more than 2 years teaching in this school	79.4	82.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.9	69	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	87	TBD
American Indian or Alaska Native	0.8	0.8	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.8	90.4	TBD
Black or African American	61.1	58.3	58.3				
Hispanic or Latino	14.5	14.9	14.9				
Asian or Native Hawaiian/Other Pacific Isl.	20.5	21.8	22.5				
White	3.2	2.6	2.3				
Multi-racial							
Male	51.8	53.6	53.7				
Female	48.2	46.4	46.3				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:		X	
Science:				Graduation Rate:		Y	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	√	76
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√	√		
Hispanic or Latino				X	√		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				-	-		
Multiracial				-	-	-	
Students with Disabilities				X	X		
Limited English Proficient				X	√		
Economically Disadvantaged				X	√		
Student groups making AYP in each subject				3	6	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	C	Overall Evaluation:	
Overall Score	53.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	4.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	29.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

There are currently, approximately 2,600 students enrolled at Martin Van Buren High School. Our student body represents a diverse multi cultural environment. These students come from multi-ethnic backgrounds including:

- 58.3% Black/African American
- 14.9% Hispanic
- 22.5% Asian or Native Hawaiian/Pacific Islander
- 2.3% White
- .8% American Indian/Alaskan Native

According to the school latest New York State Report Card (2008/2009), the following was determined regarding student outcomes for....

- ELA Regents Results - Of the 814 students tested, 76 were students with disabilities. 85% of the general education students tested passed with a 55 or higher and 78% passed with a 65 or higher. 43% of the special needs students tested passed with a 55 or higher and 30% passed with a 65 or higher.
- Algebra Regents Results - Of the 1149 students tested, 120 were students with disabilities. 64% of the general education students tested, passed with a 55 or higher and 39% passed with a 65 or higher. 51% of the special needs students tested, passed with a 55 or higher and 28% passed with a 65 or higher.
- Math RCT Results - Of the 65 students tested, 62 were students with disabilities. The passing percentage rate was 65%.
- Reading RCT Results - All 50 of the students tested were those with disabilities. The passing percentage rate was 46%
- Writing RCT Results - All 54 of the students tested were those with disabilities. The passing percentage rate was 70%.

Martin Van Buren did not meet its AYP (Annual Yearly Progress) in ELA for students with disabilities, those limited in the English language, or those who are economically disadvantaged. Although we did not make our AYP in Math for students with disabilities, we did, however, meet it for those students limited in the English language, as well as those who are economically disadvantaged.

We have approximately 200 staff members to support the central education program for our students in a variety of needs programs.

The school has taken appropriate steps to tackle absenteeism, which is shown in the stability of our attendance rate, which remains stable at 86%. Although Martin Van Buren achieved a grade of C on its last Progress Report, it is hoped that with the new reorganization changes in our school that have taken place this year, as well as the inception of four separate houses, one for each grade level, that the percentage of students articulating to the next grade level will increase.

The school has incorporated departmental Inquiry Teams in all disciplines, as well a central School Inquiry Team, comprised of a teacher representative from each discipline. Inquiry Teams analyze student data, as well as performance trends, to modify lesson plans to differentiate instruction to meet the needs of all students with the goal of achieving academic success. Every student receives a Learning Styles Survey in every class, so that teachers may incorporate student needs in their lesson planning and delivery of instruction so that all may be reached.

Martin Van Buren also offers several Credit Recovery programs, which include:

- Vacation Academies - Offered during Winter and Spring breaks (these are three hour classes a day for five days) eventually offering students up to three credits in each vacation school.
- Evening School
- The Inception of NovaNet-A computerized credit recovery program
- Make Up Labs and Make Gyms offered during Regents weeks
- Achieve Now Academy - specialized program for under credited "At-Risk" students

In order to ensure a safe and secure learning environment, the school runs on a split schedule with classes from 7:00 AM to 5:00 PM. Additional surveillance cameras have been installed during the past school year as an additional security resource. We have enlisted the services of the Office of Youth Development who will work collaboratively with our Assistant Principal, Safety and Security, to improve the former. The schools goal is to improve safety and security by articulating guidance and security. The two departments have established a Sunrise Academy, which contains all of our "At-Risk" students in a specialized learning environment with a group of hand picked teachers (all of whom served as deans during the school day) to help these students achieve academic success and articulate to the next grade level.

As a result of the increased use of technology in classrooms, there have been a number of positive changes in our various academic programs. The faculty has become more adept in the use of data and has received considerable training in ARIS, HSST, and ATS, as well as Engrade.

Martin Van Buren's greatest challenge is parental participation and support. The results of our Learning Environment Survey show that only 6% of parents actually completed the survey, although computer labs and technical assistance were made available during Parent Teacher Conferences, as well as PTA Meetings. In order to address this issue, the school has reached out to Morningside Center for teaching social responsibility, and they will hold a number of forums with parents at various time slots regarding school engagement, as well as mediation, negotiation, decision making, conflict resolution, and communication and partnering with the school for shared positive student outcomes. In addition, workshops will be given during PTA Meetings so that parents will become familiar with the use of ARIS and Engrade, and teachers and parents will obtain parent email addresses to communicate electronically regarding student progress and outcomes.

Martin Van Buren will make every attempt to strive for additional success in the coming school year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, we will increase the amount of students passing the ELA Regents by 2% from 68.3% to 70.3%.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> By June 2011, we will increase the amount of students passing the Math (Algebra) Regents by 2% from 47.6% to 49.6%.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> By June 2011, the ELA and Math RCTs in ISS will increase by 2%: Math – From 44% to 46% Writing – From 50% to 52% Reading – From 66% to 68%	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> By June 2011, four houses will be established in Martin Van Buren High School to increase articulation rates for each grade level by 2%: 9 th Grade – From 70% to 72% 10 th Grade – From 66% to 68% 11 th Grade – From 76% - 78% Graduation Rate – From 68% to 70%	<input type="checkbox"/> To be achieved

SECTION VI: ACTION PLAN

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

Subject Area

English

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, we will increase the amount of students passing the ELA Regents by 2% from 68.3% to 70.3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>TARGET POPULATION : 9th, 10th, 11th and 12th grades RESPONSIBLE STAFF : Guidance Counselors, all subject area teachers, and Assistant Principals, Supervision, with a specific emphasis on grade leaders as follows: Ms. Kross – 9th grade Mr. Dellacona – 10th grade Ms. Burgess – 11th grade Ms. Marcus – 12th grade TIMELINE : June 2011</p> <p>PROFESSIONAL DEVELOPMENT Continue to provide Professional Development to all pedagogical and administrative staff in the use of all data sources including ARIS, Engrade, HSST, ATS, and Acuity, as well as the Smart Board, both within and outside of the school, as well as use these data bases to develop lesson plans and to differentiate instruction to meet the needs of all students Every department meeting will include PD on Differentiated Instruction Advertise PD opportunities by the DOE and non DOE vendors for teachers to further develop their teaching practice Obtain an additional outside vendor to provide PD for school administrators on new software (NovaNet) that can be purchased for use in the classroom for AIS interventions</p>

APs will continue to model lessons and meet with struggling teachers on a regular basis.

DATA and STUDENT PERFORMANCE

80% of teachers will use data sources such as ARIS to gather student information and apply it to improve student performance and differentiate instruction. Assistant Principals will meet with teachers regularly to review data collection and lesson planning.

Teachers will utilize the Student Learning Styles Survey to develop lesson plans to meet the needs of all students.

Create learning profiles for students to ascertain readiness and motivation to differentiate instruction

Teachers will complete and maintain student intervention logs for those who have failed prior Regents Exams or marking periods.

Utilize credit recovery programs (Extended Day School, Vacation School, and Sunrise Academy) to help students achieve academic success

PARENTAL PARTICIPATION

ARIS, Engrade, and other technology sources will be used to increase parental participation in student progress.

Utilization of the school email system as a way of communicating with parents. All teacher email addresses are listed on the school website. An effort will be made to obtain parent email addresses so that staff may communicate with parents electronically

Utilization of the Phone Master to communicate important school information such as student progress and attendance, as well as important school updates, to homes of students

Extensive parental outreach by our Parent Coordinator to increase parental participation at school functions such as orientation, PTA, parent teacher conferences, parent workshops, and other school events

Provide parent workshops at all PTA Meetings, as well as ARIS training

Guidance Counselors will continue to update all parent information on an as needed basis and plan periodic student/parent visitations to review student progress based on data from ATS, STARS, and ARIS

Utilize bulk mailing to communicate with parents regarding student progress and other school related issues

Teachers will continue to do parental outreach regarding student progress in classrooms

Utilize the school website to post important information on upcoming school events, school closings, and upcoming "special" events

INQUIRY TEAMS

The school's main Inquiry Team will include one teacher from each department to establish a

<p>Subject Area (where relevant) :</p>	<p>Mathematics</p> <p>team primarily made up of teachers. Each teacher will target two students in the lowest third population. The teams main focus will be on literacy and vocabulary.</p> <p>Use the Inquiry Team to discuss the use of data to develop Differentiated Instruction lesson plans</p> <p>Hire an F Status Data Specialist to work with the Inquiry Team to increase academic success of targeted population</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Common planning time for all members on the Inquiry Team with weekly meetings</p> <p>By June 2011, we will increase the amount of students passing the Math (Algebra) Regents by 2% from 47.6% to 49.6%</p> <p>Solidify team goals and Set interim goals every month</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Report to the Top funds for new hands on technology materials</p> <p>TARGET POPULATION: Students taking the Math Algebra Regents in June 2011</p> <p>RESPONSIBLE STAFF: Math Teachers and Assistant Principal, Mathematics</p> <p>TIMELINE: 2011 Funding</p> <ul style="list-style-type: none"> • Y Grant <p>PROFESSIONAL DEVELOPMENT</p> <p>Continue to provide Professional Development to all pedagogical and administrative staff in the use of all data sources including ARIS, Engrade, HSST, ATS, and Acuity, as well as the Smart Board, both within and outside of the school, as well as use these data bases to develop lesson plans and to differentiate instruction to meet the needs of all students</p> <ul style="list-style-type: none"> • HSST/STARS • ARIS • Report Card <p>Obtain Quality Review outside vendor to provide PD for school administrators on new software that can Progress Report</p> <ul style="list-style-type: none"> • Learning Environment Survey • Scholarship Report <p>DATA and STUDENT PERFORMANCE</p> <ul style="list-style-type: none"> • 80% of teachers will use data sources such as ARIS to gather student information and apply it to improve student performance and differentiate instruction. A ssistant Principals will meet with teachers regularly to review data collection and lesson planning. • AFS Reports • Department Meeting Minutes • Review of software grading reports each term • Discussion of individual teachers' goals • Create learning profiles for students to ascertain readiness and motivation to differentiate instruction • Classroom Observations • Student portfolios with self assessments <p>Teachers will complete and maintain student intervention logs for those who have failed prior Regents Exams or marking periods.</p> <p>Utilize credit recovery programs (Extended Day School, Vacation School, and Sunrise</p>

Academy) to help students achieve academic success

PARENTAL PARTICIPATION

ARIS, Engrade, and other technology sources will be used to increase parental participation in student progress.

Utilization of the school email system as a ways of communicating with parents. All teacher email addresses are listed on the school website. An effort will be made to obtain parent email addresses so that staff may communicate with parents electronically

Utilization of the Phone Master to communicate important school information such as student progress and attendance, as well as important school updates, to homes of students

Extensive parental outreach by our Parent Coordinator to increase parental participation at school functions such as orientation, PTA, parent teacher conferences, parent workshops, and other school events

Provide parent workshops at all PTA Meetings, as well as ARIS training

Guidance Counselors will continue to update all parent information on an as needed basis and plan periodic student/parent visitations to review student progress based on data from ATS, STARS, and ARIS

Utilize bulk mailing to communicate with parents regarding student progress and other school related issues

Teachers will continue to do parental outreach regarding student progress in classrooms

Utilize the school website to post important information on upcoming school events, school closings, and upcoming "special" events

INQUIRY TEAMS

The school's main Inquiry Team will include one teacher from each department to establish a team primarily made up of teachers. Each teacher will target two students in the lowest third population. The teams main focus will be on literacy and vocabulary.

Utilize the Inquiry Team to discuss the use of data to develop Differentiated Instruction lesson plans

Hire an F Status Data Specialist to work with the Inquiry Team to increase academic success of targeted population

Common planning time for all members on the Inquiry Team with weekly meetings

Solidify team goals and Set interim goals every m

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Tax Levy • Title I Money where applicable • Title II Money where applicable • Title III Money where applicable • NCLB Grant Money • Reimbursable Funding • Contract for Excellence • NYSTL
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/>HSST/STARS • ARIS • Report Card • Quality Review • Scholarship Report • Progress Report • Learning Environment Survey • CEP • Inquiry Team Data • ATS Reports • Department Meeting Minutes • Review of software grading reports-each term • Discussion of individual teachers' goals • Classroom Observations • Student portfolios with self assessments

Subject Area
 (where relevant) :

Instructional Support Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, the ELA and Math RCTs in ISS will increase by 2%:</p> <p style="padding-left: 40px;">Math – From 44% to 46% Writing – From 50% to 52% Reading – From 66% to 68%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>TARGET POPULATION: Special Education students taking the Math and ELA RCTS in June 2011 RESPONSIBLE STAFF : Special Education Teachers and Assistant Principal, ISS TIMELINE : June 2011</p> <p>PROFESSIONAL DEVELOPMENT Continue to provide Professional Development to all pedagogical and administrative staff in the use of all data sources including ARIS, Engrade, HSST, ATS, and Acuity, as well as the Smart Board, both within and outside of the school, as well as use these data bases to develop lesson plans and to differentiate instruction to meet the needs of all students Every department meeting will include PD on Differentiated Instruction Advertise PD opportunities by the DOE and non DOE vendors for teachers to further develop their teaching practice Obtain an additional outside vendor to provide PD for school administrators on new software that can be purchased for use in the classroom for AIS interventions. APs will continue to model lessons and meet with struggling teachers on a regular basis.</p> <p>DATA and STUDENT PERFORMANCE 80% of teachers will use data sources such as ARIS to gather student information and apply it to improve student performance and differentiate instruction. A ssistant Principals will meet with teachers regularly to review data collection and lesson planning. Teachers will utilize the Student Learning Styles Survey to develop lesson plans to meet the needs of all students. Create learning profiles for students to ascertain readiness and motivation to differentiate instruction Teachers will complete and maintain student intervention logs for those who have failed prior Regents Exams or marking periods. Utilize credit recovery programs (Extended Day School, Vacation School, and Sunrise Academy) to help students achieve academic success</p>

PARENTAL PARTICIPATION

ARIS, Engrade, and other technology sources will be used to increase parental participation in student progress.

Utilization of the school email system as a ways of communicating with parents. All teacher email addresses are listed on the school website. An effort will be made to obtain parent email addresses so that staff may communicate with parents electronically

Utilization of the Phone Master to communicate important school information such as student progress and attendance, as well as important school updates, to homes of students

Extensive parental outreach by our Parent Coordinator to increase parental participation at school functions such as orientation, PTA, parent teacher conferences, parent workshops, and other school events

Provide parent workshops at all PTA Meetings, as well as ARIS training

Guidance Counselors will continue to update all parent information on an as needed basis and plan periodic student/parent visitations to review student progress based on data from ATS, STARS, and ARIS

Utilize bulk mailing to communicate with parents regarding student progress and other school related issues

Teachers will continue to do parental outreach regarding student progress in classrooms

Utilize the school website to post important information on upcoming school events, school closings, and upcoming "special" events

INQUIRY TEAMS

The school's main Inquiry Team will include one teacher from each department to establish a team primarily made up of teachers. Each teacher will target two students in the lowest third population. The teams main focus will be on literacy and vocabulary.

Utilize the Inquiry Team to discuss the use of data to develop Differentiated Instruction lesson plans

Hire an F Status Data Specialist to work with the Inquiry Team to increase academic success of targeted population

Common planning time for all members on the Inquiry Team with weekly meetings

Solidify team goals and Set interim goals every month

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/>Tax Levy • Contract for Excellence • Title I Money where applicable • Title II Money where applicable • Title III where applicable • NYSTL • NCLB Grant Money • Reimbursable Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Scholarship Report • Progress Reports • Learning Environment Survey • Quality Review • NYS Report Card • Classroom Observations • ATS Reports • HSST/STARS Reports • ARIS • CEP • Inquiry Team Data • Department Meeting Minutes • Review of software grading reports-each term • Discussion of individual teachers' goals • Student portfolios with self assessments

Subject Area
(where relevant) :

All Subject Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, four houses will be established in Martin Van Buren High School to increase articulation rates for each grade level by 2%: 9th Grade – From 70% to 72% 10th Grade – From 66% to 68% 11th Grade – From 76% - 78% Graduation Rate – From 68% to 70%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>TARGET POPULATION: 9th, 10th, 11th and 12th grades RESPONSIBLE STAFF: Guidance Counselors, all subject area teachers, and Assistant Principals, Supervision, with a specific emphasis on grade leaders as follows: Ms. Kross – 9th grade Mr. Dellacona – 10th grade Ms. Burgess – 11th grade Ms. Marcus – 12th grade TIMELINE: June 2011</p> <p>PROFESSIONAL DEVELOPMENT Continue to provide Professional Development to all pedagogical and administrative staff in the use of all data sources including ARIS, Engrade, HSST, ATS, and Acuity, as well as the Smart Board, both within and outside of the school, as well as use these data bases to develop lesson plans and to differentiate instruction to meet the needs of all students Every department meeting will include PD on Differentiated Instruction, as well as plans and ideas for each grade formulated by the Principal and the Cabinet Member Grade Leader Advertise PD opportunities by the DOE and non DOE vendors for teachers to further develop their teaching practice Obtain an additional outside vendor to provide PD for school administrators on new software (NovaNet) that can be purchased for use in the classroom for AIS interventions. APs will continue to model lessons and meet with struggling teachers on a regular basis.</p> <p>DATA and STUDENT PERFORMANCE 80% of teachers will use data sources such as ARIS to gather student information and apply it to improve student performance and differentiate instruction. Assistant Principals will meet with teachers regularly to review data collection and lesson planning. Classroom observations walkthroughs by all four grade leaders to plan interventions and strategies to improve instruction Utilize credit recovery programs (Extended Day School, Vacation School, and Sunrise</p>

Academy) to help students achieve academic success

Coordinate a targeted tutoring program that responds to the data on student achievement and includes follow up on individual student progress

Academic Intervention Services, such as NOVANET, will be explored to provide students with added academic reinforcement.

Use data and benchmarks to determine adjustments

Counselors will push in each house to discuss articulation requirements.

Teachers will utilize the Student Learning Styles Survey to develop lesson plans to meet the needs of all students.

Create learning profiles for students to ascertain readiness and motivation to differentiate instruction

Teachers will complete and maintain student intervention logs for those who have failed prior Regents Exams or marking periods.

PARENTAL PARTICIPATION

Technology will be used to increase parental participation in student progress.

Parents will be notified of student progress as well as to offer support regarding interventions and tutoring

Communicate with parents for support with student intervention/tutoring

ARIS, Engrade, and other technology sources will be used to increase parental participation in student progress.

Utilization of the school email system as a ways of communicating with parents. All teacher email addresses are listed on the school website. An effort will be made to obtain parent email addresses so that staff may communicate with parents electronically

Utilization of the Phone Master to communicate important school information such as student progress and attendance, as well as important school updates, to homes of students

Extensive parental outreach by our Parent Coordinator to increase parental participation at school functions such as orientation, PTA, parent teacher conferences, parent workshops, and other school events

Provide parent workshops at all PTA Meetings, as well as ARIS training

Guidance Counselors will continue to update all parent information on an as needed basis and plan periodic student/parent visitations to review student progress based on data from ATS, STARS, and ARIS

Utilize bulk mailing to communicate with parents regarding student progress and other school related issues

Teachers will continue to do parental outreach regarding student progress in classrooms

Utilize the school website to post important information on upcoming school events, school

	<p>closings, and upcoming "special" events</p> <p>INQUIRY TEAMS Social Studies Inquiry Teams set up by grade levels to brainstorm specific problems in each community. Weekly/Monthly Inquiry team meeting updates and data will be reflected on logs The school's main Inquiry Team will include one teacher from each department to establish a team primarily made up of teachers. Each teacher will target two students in the lowest third population. The teams main focus will be on literacy and vocabulary. Utilize the Inquiry Team to discuss the use of data to develop Differentiated Instruction lesson plans Hire an F Status Data Specialist to work with the Inquiry Team to increase academic success of targeted population Common planning time for all members on the Inquiry Team with weekly meetings Solidify team goals and Set interim goals every month</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/>Race to the Top Funds for new hands on technology materials • Tax Levy Funding • Reimbursable Funding • Y Grant • Title I
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/>HSST/STARS • ARIS • Report Card • Quality Review • Progress Report • Learning Environment Survey • Scholarship Report • CEP • Inquiry Team Data • ATS Reports

- 
- Acuity Tests
 - Observations and Walkthroughs
 - Articulation data will be checked at the end of each marking period
 - Counselor Logs
 - Attendance
 - Monitor grades, test scores, parent conferencing and Deans' referrals
 - Increase in the number of CBOs involved in the school
 - Parents involved in AIS offered to our "At-Risk" students

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	375	475	117	375	375		6	
10	400	445	75	400	400		3	
11	125	480	55	125	125		2	
12	75	440	27	75	75		2	

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> Direct Instruction - Small group (15 students), remedial reading program offered for one period daily</p> <p>Team Teaching - English 9 and 10 offered one period daily, with two teachers in each class for smaller group instruction, differentiated instruction and extra support.</p> <p>Tutoring - Individualized and small group tutoring available one period daily, on an as needed basis by students. One teacher with average of three students per day.</p> <p>Peer Tutoring - One to one tutoring with assistance from Scholars and Arista students, offered during the school day, as well as after school.</p> <p>Regents Review - Provided as part of a scheduled core course in grades 11 and 12 and remedial extra class review. Also offered after school</p> <p>Skills/Literature Elective - Elective class offered during the school day to concentrate on basic skills related to ALL areas of ELA</p> <p>Negotiation/Mediation Class - Classes (full year), offered during the school day, on peer mediation and negotiations</p> <p>CTT - Provides Team Teaching with differentiation of instruction - offered during the school day</p>
Mathematics:	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Small group Instruction - Students receive small group and one on one instruction before, during, and after their school day.</p> <p>Tutoring- Tutoring is supplemented during the school day using the NOVANET software.</p> <p>Periodic Assessment - Teachers use the ACUITY Periodic Assessment program to assess</p>

	students throughout the school year.
Science:	<input type="checkbox"/> Small group instruction - offered after school from January through June to the ELL students three times a week with a licensed Living Environment teacher. Small group Tutoring - sessions are offered during the regular school day from September through June only to those who are failing Earth Science or Living Environment.
Social Studies:	<input type="checkbox"/> Tutoring - offered daily to all students during school hours between periods 4—8, as well as 10 and 11. <input type="checkbox"/>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small Group Counseling - Counseling is offered to small groups of students with a ratio of 5-1, 3-1, and 1-1 on a weekly basis and targets groups with attendance, academic and social issues. One to One Counseling - Counselors meet with students on a 1-1 ratio before, during, and after school hours. Guidance Push-In - Counselors push in to various classes for necessary academic and informational presentations.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <input type="checkbox"/> Evaluation - The school psychologist evaluates students who are “at risk” either academically, behaviorally, or emotionally. Referrals for evaluation are completed by school staff or a student’s parent. The school psychologist conducts psychological and educational testing in conjunction with a social history to make a recommendation for whether or not special education services are required to assist the student.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> ERSSA Counseling - One Social Worker supports “At Risk” students through counseling and the Pupil Personnel Committee follow up. Outreach - One Social Worker does parent outreach and is the agency liaison to evaluate student needs.
At-risk Health-related Services:	<input type="checkbox"/> N/A

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **ORC § 3319.15** by the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Directions: Buren High School (260435) offers two self-contained ESL classes. These classes are taught by certified ESL teachers. The school functions on two sessions. The first session begins at 7:00 am and ends at 1:45 pm. The second session begins at 1:05 pm and ends at 5:05 pm. There are 214 ELLs in the school and the LEP program will take place before and after school.

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for **Professional Development Program** allocation of Title III funding).

We define the school's professional development as approved 2009-10 Title III and other staff response to 2009-10 (pending allocation of Title III funding) to limited English proficient students. Program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding).

The revised Title III budget is described in Section III below.

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III program narrative is described in Sections II and III below.

We have made revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for **Professional Development Program** allocation of Title III funding).

Section I: Student and School Information.

We have made revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for **Professional Development Program** allocation of Title III funding).

Grade Level(s)

9-12 Teachers have a common lunch/planning period

Number of Students to be Served:

LEP 75 Students and teachers are all on one time schedule (2-9) to better provide for PD.

Section III. Title III Budget

Non-LEP N/A

Number of Teachers 10

School: Martin Van Buren High School

Other Staff (Specify): N/A

EDS Code: 342600011435
School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Allocation Instruction Program

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) - Per session - Per diem	12,9714.40	<input type="checkbox"/> In house Professional Development from ELL teachers and specialists for core subject teachers on successful methodologies for teaching ELL population: 60 hrs x \$49.89 = \$2993.40
Purchased services - High quality staff and curriculum development contracts	5,947.50	<input type="checkbox"/> Methodology training for ELL teachers, content area teachers and supervisors from Heinle Cengage Learning titled "Teaching ELL students within Various Subject Areas" (math, social studies, English, ESL, Science, multi-discipline). Instructor: Stu Tuchfeld
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	10,000	<input type="checkbox"/> Sadlier-Oxford Grammar/Vocabulary Workbooks Levels A, B, C: Quantity 40, Price: \$500 Practice Makes Perfect, English Grammar for ESL: Quantity 15, Price \$100 Essential World History and Essential U.S. History: Quantity 25, Price: \$500 Earth Science Guided and Study Workbook: Quantity 15, Price: \$100 Illustrated Math Dictionary: Quantity 15, Price: \$300 Reading Math for ELL Beginners: Quantity 15, Price: \$200 Reading Math for ELL Intermediate: Quantity 15, Price: \$200 Mini Laptops: Quantity 20, Price: \$6000 Consumables: Composition Notebooks, Pens, Pencils, Pocket Folders, Loose-leaf Paper, Copy Paper, Pencil Sharpeners, Staplers, Rulers, Crayons, Markers, Electric Hole Puncher, Clipboards, etc. Price: \$2000
Educational Software (Object Code 199)	5,401.10	<input type="checkbox"/> Achieve 3000: Quantity 1, Price \$5,350

Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral interpretation needs are:

- Home Language Survey
- ATS Reports
- Interpreters hired for Parent/Teacher conferences, grade level and ELL orientations meetings, and Open House for ELL Parents
- Interpreters for grade level orientations meetings

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

The major findings of our school's written translation and oral interpretation needs are:

- Spanish
- Punjabi
- Creole

The findings were reported to the school community by advertising translation services at Parent/Teacher Conferences and by translating documents through the Parent Coordinator, BESIS Coordinator and in turn to ELL teachers and Guidance Counselors.

Part B: Strategies and Activities

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

Written translation services that the school will provide include:

- Summer School Notifications
- Citywide Medical Alerts
- Parent/Teacher Notifications
- Notices and Documents specified for Inquiry Team and NCLB students

Those needing written translation services will be identified by the following:

- Home Language Survey
- ATS Report
- ARIS

Written translations services will be provided by:

- Professional translators on call.
- In house staff
- Outside vendors when necessary

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

Oral interpretation services the school will provide include:

- Interpreters hired for Parent/Teacher conferences,
- Interpreters for grade level and ELL orientations meetings

Oral interpretation services will be provided by:

- Professional translators on call.
- In house staff
- Outside vendors when necessary

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

The school will fulfill Section VII of the Chancellor's Regulations A-663 by:

- 'Back Packing' materials at the beginning of the school year
- Advertising services by posting materials in the front lobby and by the school entrance
- Announcing services at Freshman Orientation

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	N/A	1,051,145	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	10,511		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	N/A	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that have been proven to be effective. The New York City Department of Education (NYCDOE) is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children.

For 2010-2011, the New York State Education Department has identified our school Martin Van Buren High School as **Improvement (Year1), Comprehensive**, as required under federal NCLB rules and the State's Differentiated Accountability system. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in **ELA, English Language Arts**.

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this year a successful experience for your child. Some of the interventions and programs that being implemented are:

- Professional Development opportunities for all teachers which will focus on new strategies to help struggling students.
- Literacy and mathematics coaches in our school who will work with teachers everyday to improve the quality of their teaching.

I ask that you support your child by making sure that she/he comes to school everyday on time. Make sure that all homework assignments and school projects are completed on time. I also invite you to participate in all school activities. Stay in close contact with our Parent Coordinator and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. I also encourage you to become active in the school's Parent Teacher Association and School Leadership Team.

Through the federal No Child Left Behind Act of 2001 (NCLB), some students in schools identified for school improvement are eligible for Supplemental Educational Services (SES). SES is tutoring or other remedial services offered by a New York State approved provider, at no cost to you, after-school or on weekends. Under the state's Differentiated Accountability system, SES is available in all schools that are

identified for improvement. If your child is free-lunch eligible, you will have the option to select from a list of state approved providers. Specific information regarding SES programs will be provided to the parents of eligible students in a separate notification.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our Parent Coordinator, Mr. Russell Chew. He can be reached at (718) 776-4728, extension 1393. A; school report cards can also be viewed online on the State's nySTART website at <https://www.nystart.gov/publicweb/>.

I would like you to attend a meeting that has been scheduled to answer any questions you may have about the school improvement interventions and programs described above. At this meeting, you will also receive additional information about SES and the new improvement interventions required under the State's Differentiated Accountability system.

This meeting will be held on January 24, 2011 at 5:00 PM in our Library.

Thank you for your continued support and cooperation. Our entire school staff is looking forward to a successful year for our students and school community. If you have any questions or concerns, please feel free to contact me at (718) 776-4728.

Sincerely,

Marilyn Shevell, Principal

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

Martin Van Buren High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

Martin Van Buren High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each department uses a curriculum map that teachers must follow based on New York State academic standards

Four houses are established, one for each grade level, to increase articulation

Core Curriculum Pilot

Assistant Principal Mentoring

Tutoring

Student-student Mentoring

Provide accommodations for ELL and IEP students

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

October 28th and 29th, 2010

March 17th and 18th, 2011

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

ARIS-updated periodically

Engrade

Phone Master on an as needed basis

Letters and Post Cards via USPS on an as needed basis

Email on an as needed basis

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Parent Teacher Conferences on dates specified above

Private Meetings/phone interactions may be scheduled according to teacher/staff availability

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Monitoring attendance

Making sure that homework is completed.

Monitoring amount of television their children watch .

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

- Review the Scholarship Report for the past three years.
- IEP Report to determine where students' performance lies.
- Look back at students' 8th grade reports on ARIS

2. Schoolwide reform strategies that:

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

- Tutoring provided during lunch period
- Peer Tutoring
- Cabinet Mentoring
- Principal Mentoring
- Senior-Freshman Mentoring

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.



- Achieve Now
- NovaNet
- Grade Level Academies

o Help provide an enriched and accelerated curriculum.



- AP Classes
- Robotics

o Meet the educational needs of historically underserved populations.



- Send ELL teachers to Professional Development out of the building

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



- Provide services needed by students as listed in the IEP
- Reinstate Resource Room and Saturday Academy
- At-Risk Counseling
- Provide common planning period for teachers in the same house or teacher in SETSS
- Help provide "Just Words" program
- Achieve 3000
- Student Internship Program
- Multisensory Encoding Program

- Extended Day Program
- Summer School Program
- Vacation Academy
- English - Midyear reassessment, department tests, tutoring sessions for students needing intervention; Honors English Classes; College Now Progra; Achieve 3000 Software
- Freshman House - 8th period tutoring withoutreach to parents in the form of a letter informing them of classes failed and tutoring schedule; Midyear outreach to parents of failing students inviting them to an assembly and disseminating once again, tutoring schedules; Mentoring program set up for midyear with Assistant Principals mentoring approximately 15 students for the second half of the year.
- Fine Arts Department - Offeres electives such as Band, Jazz Band, Chorus, Fashion, 3D Design, and Cartooning; Winter Festival for performing arts; Inhouse and community performances.

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

- Professional Development days, offered by Assistant Principals, cover diferentiated instruction; use of portfolios for assessment
- Work with colleges to have student teachers at our school, may lead to highly qualified teachers

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

- Common Core Pilot
- Teacher Effectiveness Pilot
- Continue ongoing Professional Development with AUSSIE, ACE Program (community program) and MET Project

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

-
- Student teacher programs

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

-
- Guidance Outreach
- Outside speakers from CBOs, hospitals, and colleges
- Parent Workshops
- Parent Social Events
- Networking with outside organizations to showcase Martin Van Buren

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

N/A

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

-
- Inquiry Teams
- SLT Meetings
- English - Our Inquiry Teams addressed the assessment we use in English and are working on ways to target our most needy students in the classroom and during tutoring. Mid-year meetings are conducted to review teacher surveys as to what assessments they use and discuss for establishing some common assessments that identify needs. Meetings with staff to review line-item analysis of mid and end year department tests to identify Best Practices and implement them in all classes as well as target specific students and discuss their interventions.

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

- See #1 and #2 above
- English and Fine Arts - At the beginning of the year we ask teachers to identify failing students with reasons for failure. Follow up is conducted by distributing student forms that show interventions have been used. Achieve 3000 software will be implemented for reading and writing improvement. The AP ELL, as well as the AP ISS, will identify students who will benefit from this software intervention. This software intervention will be utilized for low level readers during double period English classes.
- Freshman House - Curriculum in skills classes will be used to address basic student skills such as note taking, test taking, reading comprehension, writing, planning and organizing. After assessing freshman passing rates, students were scheduled for specific tutoring times and parents were informed with a letter home. There was little success with this intervention and an assembly will be planned and held to be followed up with tutoring schedules and teachers will be asked to call the homes of students who do not attend a tutoring session. Snacks will be offered during tutoring, which is the basic lunch period for freshman, as well as the last period of their day. A mentoring program will be implemented by the Cabinet in which each Cabinet member will be paired up with ten freshman students who are failing multiple classes. Martin Van Buren has a grant partnership with Central Queens Y for in-house support team for 90 freshman students.

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



- Workshops and lectures with CBOs for students and parents
- Have police do presentations on gang violence
- Hospital employees to do presentations on nutrition and safe sex
- "In Arms Reach" to do presentation on parents of students who are or have been incarcerated
- Start PAL involvement
- Central Queens ACE Program - Grant Program

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program
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					activity has been described in this plan.		
		Yes	No	N/A			
					Check(x)	Page#(s)	
Title I, Part A (Basic)	Federal			N/A			
Title I, Part A (ARRA)	Federal	Yes			1,051,145		
Title II	Federal			N/A			
Title III	Federal	Yes			34,180		
Title IV	Federal	Yes			7,819		
IDEA	Federal			N/A			
C4E	State	Yes			221,665		
Tax Levy	Local	Yes			10,191,897		

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are 14 students who are in Temporary Housing who are currently attending Martin Van Buren High School.

2. Please describe the services you are planning to provide to the STH population.

-
- We provide 1-1 and small group counseling for the students who require it.
 - We also provide school supplies such as notebooks, pens pencils, calculators and various other supplies.
 - We have various clothing items like shirts, pants, hats, socks.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_26Q435_110110-082014.docx

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Sumita Kaufhold	District 26	School Number 435	School Name Martin Van Buren HS
Principal Marilyn Shevell	Assistant Principal Sheri Meyers		
Coach	Coach		
Teacher/Subject Area Ms. Ana Recinos	Guidance Counselor Ms. Carmel		
Teacher/Subject Area Ms. Rochelle Axelrud	Parent		
Teacher/Subject Area Ms. Madeline Mc Nalley	Parent Coordinator Mr. Russell Chew		
Related Service Provider	Other BESIS/ESL Coord: Mr. S. Patel		
Network Leader	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	2650	Total Number of ELLs	203	ELLs as Share of Total Student Population (%)	7.66%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. We use the HLIS to identify ELL students. The BESIS/ELL Coordinator takes an oral interview of parents and child. If parents indicate other than English in Part I and II and Part V and VIII of the HLIS form we administer the LAB-R test. HLIS form is provided in parents home language unless they state otherwise. We hand score the LAB-R at the school. For those who are transfers students, we look at their NYSELAT scores in ATS for placement. We send letters to parents for placement. Students take test each year until tested out.
2. Parents are shown DOE ELL DVD video in their primary language and if that language is unavailable we have translators by staff or interpretation unit. Next we entertain any questions relating to the DVD for clarity. Then we give the Program Selection form to the parents. We review it for their choices. The parents sign it. After collecting it, we tell them our school only offers ESL. If they want Bilingual Education, we take them to their Guidance Counselor for to discuss Bilingual programs in neighboring schools and we give them the option to go to another school for the Bilingual Program if they want to. Within 10 days, students are placed by parent's choice from the Program Selection form. The original HLIS and Program Selection will go in the CUMS and a copy goes to the BESIS/ESL Coordinator's file. All ELL's documents are kept in the BESIS/ESL Coordinator's office. The Assistant Principal of the ESL Department is Ms. Sheri Meyers.
3. During the intake process, HLIS and Parent Selection forms are completed in the school and done with the BESIS/ESL Coordinator. Once the students is administered the LAB-R, the entitled letters are sent home and a copy is kept in the ESL student's folder at the BESIS/ESL Coordinator's office.
4. Translations provided by staff and or translations unit. BESIS/ESL Coordinator reviews Parent Selection and if there are 20 or more parents requesting Transitional Bilingual in a particular language, a program will be opened. The BESIS/ESL Coordinator checks files periodically.
5. After reviewing the Program Selection forms for the past few years, the trend is over 98% of the parents prefer Freestanding ESL classes.
6. The program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										5	5	5	5	20
Push-In														0
Total	0	0	0	0	0	0	0	0	0	5	5	5	5	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	203	Newcomers (ELLs receiving service 0-3 years)	121	Special Education	34
SIFE	33	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	32

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	121	14	9	50	14	17	32	5	8	203
Total	121	14	9	50	14	17	32	5	8	203

Number of ELLs in a TBE program who are in alternate placement: 1

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	19	13	11	67
Chinese										0	0	0	1	1
Russian										0	0	0	0	0
Bengali										4	1	5	2	12
Urdu										3	10	5	4	22
Arabic										2	1	0	0	3
Haitian										12	7	5	5	29
French										5	4	1	4	14
Korean										0	0	0	0	0
Punjabi										2	3	2	4	11
Polish										0	0	1	0	1
Albanian										0	0	0	0	0
Other										15	8	12	8	43
TOTAL	0	67	53	44	39	203								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

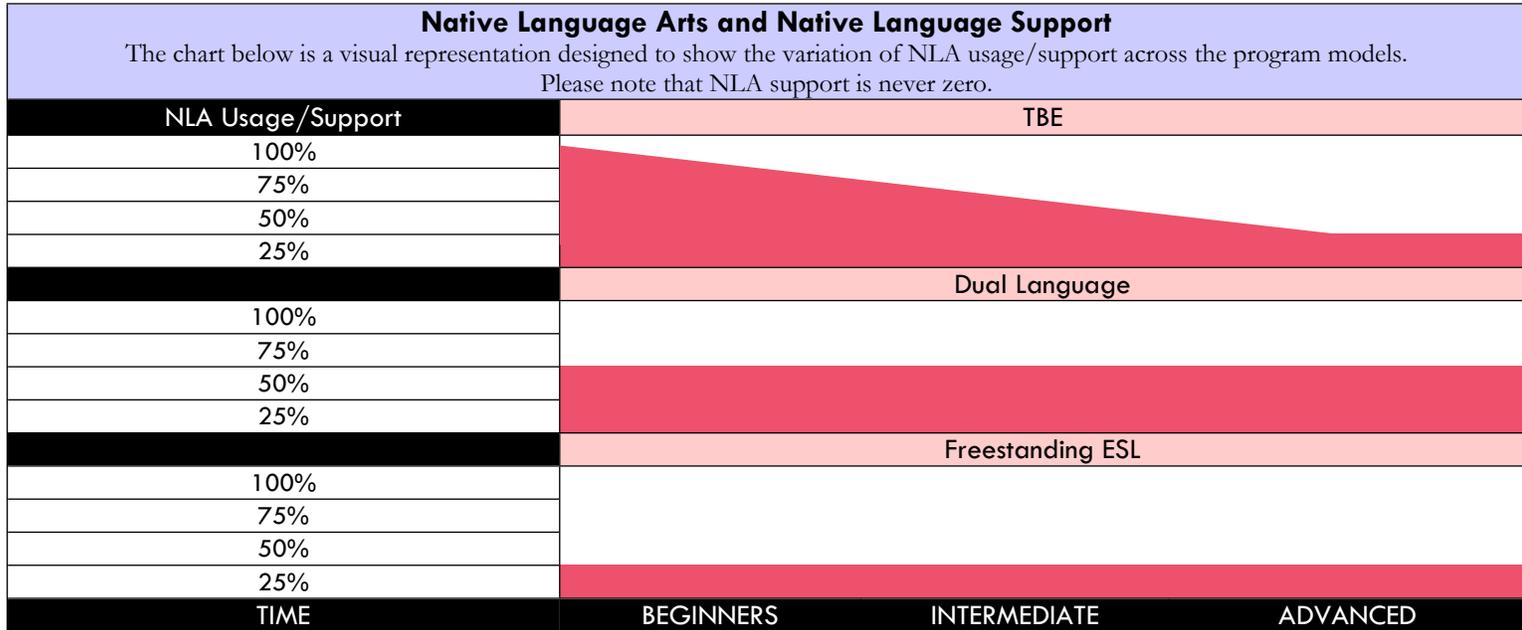
Paste response to questions 1-4 here

1.
 - a. We have self contained classes. The teacher teaches a particular level, such as Beginners, Intermediate and Advanced. The ELL students are in self contained classes.
 - b. All students regardless of grade are in class by level. Students grouped by NYSELAT Modality scores and teachers differentiate instruction. We also have heterogeneous grouping.
2. Beginners ESL Teachers teach 540 minutes per week. Intermediate ESL Teachers teach 360 minutes per week. Advanced ESL Teachers teach 180 minutes per week and the students also receive 180 minutes of instruction in ELA from a licensed English teacher.
 - a. Explicit ESL, ELA minutes and NLA instruction is given by supporting students with various dictionaries, reference books, text, etc.

3. For the content areas such as math, social studies, ELA and science, teachers use grouping, scaffolding, hand on material, manipulatives where possible. We will have libraries in classroom. Teachers use internet resources, buddy system (pairing).
4.
 - a. For SIFE students we do small group instruction.
 - b. For newcomers we use coaching from teachers, tutoring and small group instruction.
 - c. For the 4 to 6 years we use small group tutoring.
 - d. For the completed 6 years, we use small group tutoring, intervention with parents/guidance and small group instruction.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. All the classes are offered in English. For intervention, we involve school Parent Coordinator, Guidance Counselors, and parents.
6. Students who pass NYSESLAT are continued to offer test accommodations.
7. At the moment we have ELL students taking two additional periods per week of remedial English.
8. No programs/services will be discontinued.
9. Ells are welcome to join clubs, after school sports, and tutoring sessions. We offer various club activities, such as robotics club, etc. Also, we offer sports and tutoring in all subject areas.
10. We use various text books, smart boards, laptops, TV, video projectors, dictionaries, and other reference books in the classroom.
11. We have ESL dictionaries/glossaries in home language. We have a buddy support system for the ELL students.
12. Yes.
13. At the beginning of September we provide an orientation for the in coming ninth grade class, such as tour of school and an overview of school programs offered.
14. We offer Spanish Culture as a language elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. We plan to have professional development for all teachers of ELL through BETAC workshops. We also have in house PD for ELL teachers for various strategies to implement.
2. All the staff have access to student NYSELAT scores, guidance counselors and assistant principals for any assistance.
3. We sent teachers for PD for ELL and will use BETAC training and then turn key with the staff.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. ELL parents visit school and speak to teachers and guidance counselors.
2. We do not currently have this in effect.
3. We evaluate the needs of the parents by questionnaires, conversations during meetings, or conferences.
4. We do a survey and see what parents want and then accommodate it.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSELAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	1	3	0	7
Intermediate(I)										3	1	0	0	4
Advanced (A)										3	1	3	0	7
Total	0	0	0	0	0	0	0	0	0	9	3	6	0	18

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										3	2	1	0
	I										6	13	15	14
	A										19	18	13	16
	P										21	12	10	8
READING/ WRITING	B										14	4	0	4
	I										17	28	23	21
	A										17	10	16	11
	P										1	3	0	2

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

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

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

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English	48		10	
Math <u>Algebra</u>	75		29	
Math <u>Alg2/Trig</u>	70		2	
Biology				
Chemistry				
Earth Science	37		9	
Living Environment	91		21	
Physics				
Global History and Geography	86		8	
US History and Government	67		30	
Foreign Language	3		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)				3				
Chinese Reading Test								

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

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

particular of reading/writing/

4. a. When we analyze regents scores, we have observed that students are challenged in the areas of science, Global studies, English and math. There is a higher percentage of students passing US History regents.
 - b. As a high school we only prepare for regents.
 - c. We only prepare for regents.
5. We don't have DUAL language program.
6. We examine the modalities of the NYSESLAT scores and determine their progress.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Martin Van Buren High School					
District:	26	DBN:	26Q435	School		342600011435

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.7	86.0	84.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1025	971	808				
Grade 10	812	710	715				
Grade 11	623	584	482				
Grade 12	489	542	539				
Ungraded	1	2	2				
Total	2950	2809	2546				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	93.9	94.6	93.1

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	29.0	32.1	48.3

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	11	99	29

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	56	49	26

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	154	167	129	Principal Suspensions	136	412	207
# in Collaborative Team Teaching (CTT) Classes	16	20	26	Superintendent Suspensions	18	24	32
Number all others	145	128	147				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	154	153	136
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	49	50	33
# receiving ESL services only	192	182	TBD	Number of Educational Paraprofessionals	8	6	13
# ELLs with IEPs	17	44	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	100	104	462	% fully licensed & permanently assigned to this school	99.4	100.0	99.2
				% more than 2 years teaching in this school	79.4	82.9	90.4
				% more than 5 years teaching anywhere	61.9	69.0	86.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	85.0	87.0	97.1
American Indian or Alaska Native	0.8	0.8	0.7		92.8	90.4	98.3
Black or African American	58.3	58.3	59.2				
Hispanic or Latino	14.9	14.9	15.0				
Asian or Native Hawaiian/Other Pacific	21.8	22.5	22.1				
White	2.6	2.3	2.4				
Male	53.6	53.7	54.0				
Female	46.4	46.3	46.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	76
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	
Multiracial				-	-	-
Students with Disabilities				X	X	
Limited English Proficient				X	v	
Economically Disadvantaged				X	v	
Student groups making				3	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	52.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	16.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

Martin Van Buren High School

230-17 Hillside Avenue
Queens Village, NY 11427
Telephone (718) 776-4728

Marilyn Shevell
Principal

January, 2011

Translation Information:

Muy importante -- Si usted no puede leer el documento adjunto, su Coordinador de Padres tiene esta información en español.

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Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that have been proven to be effective. The New York City Department of Education (NYCDOE) is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children.

For 2010-2011, the New York State Education Department has identified our school Martin Van Buren High School as **Improvement (year 1), Comprehensive**, as required under federal NCLB rules and the State's Differentiated Accountability system. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in **ELA, English Language Arts**.

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this school year a successful experience for your child. Some of the interventions and programs that are being implemented are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- Literacy and mathematics coaches in our school who will work with teachers everyday to improve the quality of their teaching;

I ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. I also invite you to participate in all school activities. Stay in close contact with our Parent Coordinator and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. I also encourage you to become active in the school's Parent Teacher Association and School Leadership Team.

Through the federal No Child Left Behind Act of 2001 (NCLB), some students in schools identified for school improvement are eligible for Supplemental Educational Services (SES). SES is tutoring or other remedial services offered by a New York State approved provider, at no cost to you, after-school or on weekends. Under the state's Differentiated Accountability system, SES is available in all schools that are identified for improvement. If your child is free-lunch eligible, you will have the option to select from a list of state-approved providers. Specific information regarding SES programs will be provided to the parents of eligible students in a separate notification.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our Parent Coordinator, Mr. Russell Chew. He can be reached at (718) 776-4728, extension 1393. All school report cards can also be viewed online on the State's nySTART website at <https://www.nystart.gov/publicweb/>.

I would like you to attend a meeting that has been scheduled to answer any questions you may have about the school improvement interventions and programs described above. At this meeting, you will also receive additional information about SES and the new improvement interventions required under the State's Differentiated Accountability system.

This meeting will be held on January 24, 2011 at 5:00 PM in our Library.

Thank you for your continued support and cooperation. Our entire school staff is looking forward to a successful year for our students and school community. If you have any questions or concerns, please feel free to contact me at (718) 776-4728.

Sincerely,

Marilyn Shevell, Principal

DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

Martin Van Buren High School

230-17 Hillside Avenue
Queens Village, NY 11427
Telephone (718) 776-4728

Marilyn Shevell
Principal

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Martin Van Buren High School will:

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- Assistant Principal Mentoring
- Tutoring
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- October 28th and 29th, 2010
- March 17th and 18th, 2011

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- Phone Master on an as needed basis
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4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

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- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Sumita Kaufhold	District 26	School Number 435	School Name Martin Van Buren HS
Principal Marilyn Shevell		Assistant Principal Sheri Meyers	
Coach		Coach	
Teacher/Subject Area Ms. Ana Recinos		Guidance Counselor Ms. Carmel	
Teacher/Subject Area Ms. Rochelle Axelrud		Parent	
Teacher/Subject Area Ms. Madeline Mc Nalley		Parent Coordinator Mr. Russell Chew	
Related Service Provider		Other BESIS/ESL Coord: Mr. S. Patel	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	2650	Total Number of ELLs	203	ELLs as Share of Total Student Population (%)	7.66%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. We use the HLIS to identify ELL students. The BESIS/ELL Coordinator takes an oral interview of parents and child. If parents indicate other than English in Part I and II and Part V and VIII of the HLIS form we administer the LAB-R test. HLIS form is provided in parents home language unless they state otherwise. We hand score the LAB-R at the school. For those who are transfers students, we look at their NYSELAT scores in ATS for placement. We send letters to parents for placement. Students take test each year until tested out. 2. Parents are shown DOE ELL DVD video in their primary language and if that language is unavailable we have translators by staff or interpretation unit. Next we entertain any questions relating to the DVD for clarity. Then we give the Program Selection form to the parents. We review it for their choices. The parents sign it. After collecting it, we tell them our school only offers ESL. If they want Bilingual Education, we take them to their Guidance Counselor for to discuss Bilingual programs in neighboring schools and we give them the option to go to another school for the Bilingual Program if they want to. Within 10 days, students are placed by parent's choice from the Program Selection form. The original HLIS and Program Selection will go in the CUMS and a copy goes to the BESIS/ESL Coordinator's file. All ELL's documents are kept in the BESIS/ESL Coordinator's office. The Assistant Principal of the ESL Department is Ms. Sheri Meyers.

3. During the intake process, HLIS and Parent Selection forms are completed in the school and done with the BESIS/ESL Coordinator. Once the students is administered the LAB-R , the entitled letters are sent home and a copy is kept in the ESL student's folder at the BESIS/ESL Coordinator's office.

4. Translations provided by staff and or translations unit. BESIS/ESL Coordinator reviews Parent Selection and if there are 20 or more parents requesting Transitional Bilingual in a particular language, a program will be opened. The BESIS/ESL Coordinator checks files periodically.

5. After reviewing the Program Selection forms for the past few years, the trend is over 98% of the parents prefer Freestanding ESL classes.

6. The program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										5	5	5	5	20
Push-In														0

Total	0	0	0	0	0	0	0	0	0	0	5	5	5	5	20
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	203	Newcomers (ELLs receiving service 0-3 years)	121	Special Education	34
SIFE	33	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	32

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	121	14	9	50	14	17	32	5	8	203
Total	121	14	9	50	14	17	32	5	8	203

Number of ELLs in a TBE program who are in alternate placement: 1

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0

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																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	19	13	11	67
Chinese										0	0	0	1	1
Russian										0	0	0	0	0
Bengali										4	1	5	2	12
Urdu										3	10	5	4	22
Arabic										2	1	0	0	3
Haitian										12	7	5	5	29
French										5	4	1	4	14
Korean										0	0	0	0	0
Punjabi										2	3	2	4	11
Polish										0	0	1	0	1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian										0	0	0	0	0
Other										15	8	12	8	43
TOTAL	0	67	53	44	39	203								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1.
 - a. We have self contained classes. The teacher teaches a particular level, such as Beginners, Intermediate and Advanced. The ELL students are in self contained classes.
 - b. All students regardless of grade are in class by level. Students grouped by NYSELAT Modality scores and teachers differentiate instruction. We also have heterogeneous grouping.
2. Beginners ESL Teachers teach 540 minutes per week. Intermediate ESL Teachers teach 360 minutes per week. Advanced ESL Teachers teach 180 minutes per week and the students also receive 180 minutes of instruction in ELA from a licensed English teacher.
 - a. Explicit ESL, ELA minutes and NLA instruction is given by supporting students with various dictionaries, reference books, text, etc.
3. For the content areas such as math, social studies, ELA and science, teachers use grouping, scaffolding, hand on material, manipulatives where possible. We will have libraries in classroom. Teachers use internet resources, buddy system (pairing).
4.
 - a. For SIFE students we do small group instruction.
 - b. For newcomers we use coaching from teachers, tutoring and small group instruction.
 - c. For the 4 to 6 years we use small group tutoring.
 - d. For the completed 6 years, we use small group tutoring, intervention with parents/guidance and small group instruction.

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

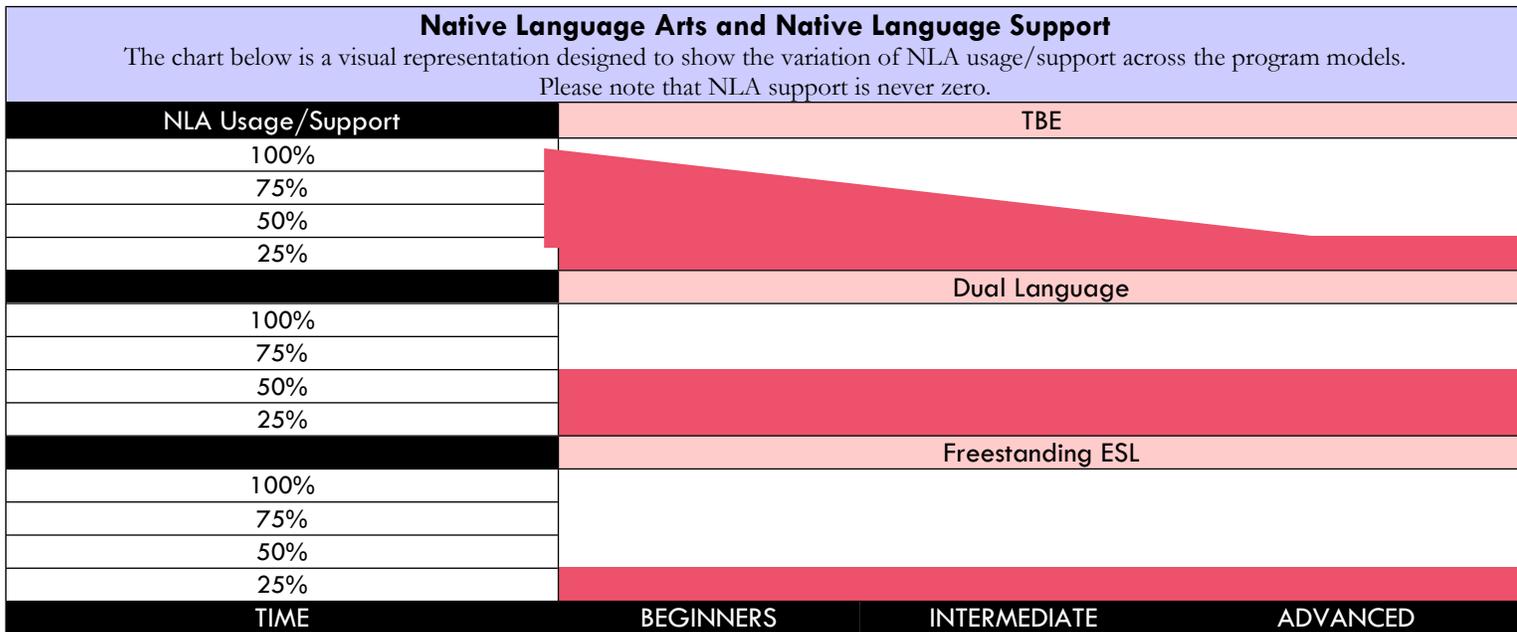
Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. All the classes are offered in English. For intervention, we involve school Parent Coordinator, Guidance Counselors, and parents.
6. Students who pass NYSESLAT are continued to offer test accommodations.
7. At the moment we have ELL students taking two additional periods per week of remedial English.
8. No programs/services will be discontinued.
9. Ells are welcome to join clubs, after school sports, and tutoring sessions. We offer various club activities, such as robotics club, etc. Also, we offer sports and tutoring in all subject areas.
10. We use various text books, smart boards, laptops, TV, video projectors, dictionaries, and other reference books in the classroom.
11. We have ESL dictionaries/glossaries in home language. We have a buddy support system for the ELL students.
12. Yes.
13. At the beginning of September we provide an orientation for the in coming ninth grade class, such as tour of school and an overview of school programs offered.
14. We offer Spanish Culture as a language elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. We plan to have professional development for all teachers of ELL through BETAC workshops. We also have in house PD for ELL teachers for various strategies to implement.
2. All the staff have access to student NYSELAT scores, guidance counselors and assistant principals for any assistance.
3. We sent teachers for PD for ELL and will use BETAC training and then turn key with the staff.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. ELL parents visit school and speak to teachers and guidance counselors.
2. We do not currently have this in effect.
3. We evaluate the needs of the parents by questionnaires, conversations during meetings, or conferences.
4. We do a survey and see what parents want and then accommodate it.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	1	3	0	7
Intermediate(I)										3	1	0	0	4
Advanced (A)										3	1	3	0	7
Total	0	0	0	0	0	0	0	0	0	9	3	6	0	18

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										3	2	1	0
	I										6	13	15	14
	A										19	18	13	16
	P										21	12	10	8
READING/WRITING	B										14	4	0	4
	I										17	28	23	21
	A										17	10	16	11
	P										1	3	0	2

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	48		10	
Math <u>Algebra</u>	75		29	
Math <u>Alg2/Trig</u>	70		2	
Biology				
Chemistry				
Earth Science	37		9	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	91		21	
Physics				
Global History and Geography	86		8	
US History and Government	67		30	
Foreign Language	3		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)				3				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

- Since we are a high school, we don't use any early literacy assessment tool.
- The pattern for NYSESLAT seems to be students need more focus in reading/writing as they have scores lower in that particular area. For

- 5. We don't have DUAL language program.
- 6. We examine the modalities of the NYSESLAT scores and determine their progress.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		