



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : [MARTIN VAN BUREN HIGH SCHOOL](#)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): [26Q435](#)

PRINCIPAL: [MARILYN SHEVELL](#)

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SUPERINTENDENT: [JUAN MENDEZ](#)

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Marilyn Shevell	*Principal or Designee	
Frank Bancone	*UFT Chapter Leader or Designee	
Helen Young	*PA/PTA President or Designated Co-President	
Dory Germana	DC 37 Representative, if applicable	
Nieka Peters Christopher Chung	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Darlene Bullock	Member/ <i>CSA</i>	
Joan Moretti	Member/ <i>UFT</i>	
Jaswattie Khublall	Member/ <i>Parent</i>	
Anthony Daquin	Member/ <i>Parent</i>	
Marvo Gilbert	Member/ <i>Parent</i>	
Beverly Fernandez	Member/ <i>Parent</i>	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- The school will increase its percentage of students in the Lowest Third Citywide scoring a 75 or greater on the ELA Regents from 19.3% to 20.3%

Comprehensive needs assessment

- The data reveals that this school only received one additional credit for Closing the Achievement Gap out of 14 possible points. They did not earn any additional points in the category of Students in the Lowest Third Citywide scoring 75 or greater on the ELA Regents

Instructional strategies/activities

TARGET POPULATION: ELA Students

RESPONSIBLE STAFF: ALL ELA, ELL, and ISS Teachers; Assistant Principal, English

TIMELINE: June 2012

ACTIONS/STRATEGIES/ACTIVITIES:

- Develop the 2011/2012 curriculum following the Common Core Learning Standards curriculum and schedule assessments for each grade
- In September 2011, review 2010/2011 data to determine programs and strategies that met students' needs, and either modify or eliminate those that did not meet expectations
- Departmental mid and end year tests to be used as indicators for student progress by a committee of teachers who prepare the tests
- Early tutoring implementation for identified students
- Offer Regents prep year round including tutoring
- Achieve 3000 Software will be used to improve reading comprehension in ELL and English classes for low level readers, and teachers will receive professional development to help them develop best practices using this software
- Inquiry Teams will meet weekly to assess teaching strategies and turnkey information and data to department members relevant to their findings.
- Teachers in the ELA, ELL, and ISS departments will assess students' tests to determine students weakness and plan support

Strategies to increase parental involvement

- Continued use of portfolios to help students and their families clearly understand if the student is on target, and provide intervention steps for those who are not on target this includes having portfolios available whenever parents are present
- Encourage parents to provide teachers with their personal email addresses during Parent Teacher Conferences to increase communication
- School website will be updated with pertinent information such as tutoring schedules and where to seek extra help, as well as list email

addresses for pedagogical staff to open lines of communication

- School messenger will be used to relay important information to students and their homes regarding upcoming Regents exams , as well as tutoring that is being offered
- Datacation will be used, teachers will be introduced to the program in October 2011 and training will begin with the goal of 100% of teacher use by mid-year.
- Letters regarding failing students will be sent via USPS to homes informing parents of such information
- Reading lists will be posted and sent home
- Offer morning workshops to parents who cannot come to PTA Meetings in the evening
- Offer workshops to parents on how to utilize ARIS and Datacation and use phone master to inform
- Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Distribute calendars so parents can record upcoming events, assignments and dates to check with teachers on their children's progress.
- Invite teachers and professionals from the community to speak at meetings on various topics such as attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Work closely with our Human Resource Director to ensure that teachers are licensed in specific subject areas, interview candidates , require lesson demonstrations wherever possible
- Payroll secretary will ensure that staff has correct licensing
- Administrative staff will attend Teacher Recruitment Fairs
- Mentoring for 1st year teachers

Service and program coordination

- Our in-house SAPIS worker does push-in to classes to teach students about violence prevention, nutrition and various other things. He also meets with students on a one on one basis based on students' needs.

Budget and resources alignment

- Title I Funding
- Tax Levy

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- The school will increase the Weighted Regents Pass Rate in Math from 1.29 to 1.35

Comprehensive needs assessment

- The data reveals that this school outperformed approximately 18 of its 40 peer schools in Weighted Regents Pass Rate in Math

Instructional strategies/activities

TARGET POPULATION: All Math Students

RESPONSIBLE STAFF: Math Teachers and Assistant Principal, Math

TIMELINE: June 2012

ACTIONS/STRATEGIES/ACTIVITIES

- Dissemination of all data to Math teachers to drive instruction.
- Continued revision of Math curriculum to meet the Common Core Learning Standards
- Analyze data to address the needs of special population such as ELL and ISS.
- Expand the development of the Math Inquiry Team to effectively improve student achievement.
- Engage 90% of all Math teachers in Inquiry Team work by June 2012.
- Portfolios, projects, and other selected techniques for general dissemination to differentiate instruction.
- Modifications in the delivery of instruction by teachers after data review.

Strategies to increase parental involvement

- Continued use of portfolios to help students and their families clearly understand if the student is on target, and provide intervention steps for those who are not on target this includes having portfolios available whenever parents are present
- Hold January PD to discuss portfolios and use the phone master to inform parents
- Encourage parents to provide teachers with their personal email addresses during Parent Teacher Conferences to increase communication
- School website will be updated with pertinent information such as tutoring schedules and where to seek extra help, as well as list email addresses for pedagogical staff to open lines of communication
- School messenger will be used to relay important information to students and their homes regarding upcoming Regents exams , as well as tutoring that is being offered
- Datacation will be used, teachers will be introduced to the program in October 2011 and training will begin with the goal of 100% of teacher use

by mid-year.

- Letters regarding failing students will be sent via USPS to homes informing parents of such information
- Offer morning workshops to parents who cannot come to PTA Meetings in the evening
- Offer workshops to parents on how to utilize ARIS and Datacation and use phone master to inform
- Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- Distribute calendars so parents can record upcoming events, assignments and dates to check with teachers on their children's progress.
- Invite teachers and professionals from the community to speak at meetings on various topics such as attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Work closely with our Human Resource Director to ensure that teachers are licensed in specific subject areas, interview candidates , require lesson demonstrations wherever possible
- Payroll secretary will ensure that staff has correct licensing
- Administrative staff will attend Teacher Recruitment Fairs
- Mentoring for 1st year teachers

Service and program coordination

- Our in-house SAPIS worker does push-in to classes to teach students about violence prevention, nutrition and various other things. He also meets with students on a one on one basis based on students' needs..

Budget and resources alignment

- Per session
- Title I
- Tax Levy

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- There will be an increase in the criterion of administrative/teacher Academic Expectations as based on the Learning Environment Survey from 5.5% to 6.0%

Comprehensive needs assessment

- The 2011 LES reveals that 53% of teachers disagree that the Principal places learning needs of the children ahead of other interests. 47% feel the school does not have high standards for all students. 56% feel the school does not make it a priority to help students' select best courses for them to achieve their college and career goals.

Instructional strategies/activities

TARGET POPULATION: Teachers

RESPONSIBLE STAFF: Administration

TIMELINE: June 2012

ACTIONS/STRATEGIES/ACTIVITIES:

- Teachers will be trained in Datacation. This new system will allow teachers to view student data reports, which will help teachers align curriculum and learning to student needs, as well as identify "At-Risk" students and provide them with proper AIS.
- Inquiry Teams will develop alternative teaching strategies and activities, as well as lesson planning to assist teachers in differentiating their instruction to meet the needs of various students.
- Teachers will receive PD in the Common Core Standards in which curriculums will be aligned
- Curriculum maps will focus on addressing the CCS and will reflect the same goals for all students and incorporate intervention and support for students.
- Review 2010/2011 data to determine programs and strategies that meet the students' needs, modifying or eliminating programs that do not meet those expectations
- Use departmental assessments as indicators for student progress by committees of teachers who design these assessments.
- Analyze data to address the needs of special population students such as ELL and ISS
- Expand College Now classes and advertise summer work opportunities
- Include college research in the 7 Habits Curriculum
- Plan for colleges and universities to speak with students regarding high expectations after high school graduation
- Teacher observations will include specific strategies to help teachers recognize and implement rigorous student engagement
- CBOs will be invited to make presentations regarding post secondary opportunities for students

Strategies to increase parental involvement

- Continued use of portfolios to help students and their families clearly understand if the student is on target, and provide intervention steps for those who are not on target this includes having portfolios available whenever parents are present
- Encourage parents to provide teachers with their personal email addresses during Parent Teacher Conferences to increase communication
- School website will be updated with pertinent information such as tutoring schedules and where to seek extra help, as well as list email addresses for pedagogical staff to open lines of communication
- School messenger will be used to relay important information to students and their homes regarding upcoming Regents exams , as well as tutoring that is being offered
- Datacation will be used, teachers will be introduced to the program in October 2011 and training will begin with the goal of 100% of teacher use by mid-year.
- Letters regarding failing students, as well as attendance issues will be sent via USPS to homes informing parents of such information
- Reading lists will be posted and sent home
- Offer morning workshops to parents who cannot come to PTA Meetings in the evening
- Offer workshops to parents on how to utilize ARIS and Datacation and use phone master to inform
- Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Distribute calendars so parents can record upcoming events, assignments and dates to check with teachers on their children's progress.
- Invite teachers and professionals from the community to speak at meetings on various topics such as attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Work closely with our Human Resource Director to ensure that teachers are licensed in specific subject areas, interview candidates , require lesson demonstrations wherever possible
- Payroll secretary will ensure that staff has correct licensing
- Administrative staff will attend Teacher Recruitment Fairs
- Mentoring for 1st year teachers

Service and program coordination

- Our in-house SAPIS worker does push-in to classes to teach students about violence prevention, nutrition and various other things. He also meets with students on a one on one basis based on students' needs.

Budget and resources alignment

- Tax Levy
- Reimbursable Funds
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ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- There will be an increase in the percent of students in the school's lowest third earning 10+ credits in Year 1 from 53.1% to 58.1%

Comprehensive needs assessment

- Progress Report data reveal that this school outperformed approximately 18 of its 40 peer schools in students earning 10+ credits in Year 1.

Instructional strategies/activities

TARGET POPULATION: Freshman Class

RESPONSIBLE STAFF: Guidance Counselors, Teachers, Administration

TIMELINE: June 2012

ACTIONS/STRATEGIES/ACTIVITIES:

- Guidance Counselors will do push in to freshman classes after the first term to show students their transcripts.
- Guidance counselors will do push in to freshman classes to explain to students the requirements for becoming a sophomore.
- Guidance counselors will meet with freshmen who are failing classes.
- Have a Guidance Counselor and teacher from each department sit on the school's main Inquiry Team and turnkey information to their department.
- The guidance department will have a freshman assembly to encourage students.
- Expand our peer mentoring program where senior students mentor freshman who need extra help.
- Offer credit recovery in the spring for those students who fail classes in the fall.
- The Guidance Office will send home failing letters each marking period, as well as promotion in doubt letters to parents at mid year
- Inquiry Team will work on improving the ability of students through trial and error.
- Teacher's will identify and create a group in ARIS of the lowest third in their classes to target and plan interventions and AIS.

Strategies to increase parental involvement

- Guidance Counselors will call homes of students with 407s on a weekly basis
- Guidance counselors will be required to speak personally as well as call the parents of each who receives a no show grade on their report card
- Teachers will use one Professional Period each week to call and document outreach to parents of students with poor attendance.
- Encourage parents to provide guidance counselors with their personal email addresses during Parent Teacher Conferences to increase communication
- School website will be updated with pertinent information such as tutoring schedules and where to seek extra help, as well as list email addresses for pedagogical staff to open lines of communication
- School messenger will be used to relay important information to students and their homes regarding upcoming Regents exams , as well as

tutoring that is being offered

- Letters regarding failing students, as well as attendance issues will be sent via USPS to homes informing parents of such information
- Reading lists will be posted and sent home
- Offer morning workshops to parents who cannot come to PTA Meetings in the evening
- Offer workshops to parents on how to utilize ARIS and Datacation and use phone master to inform
- Utilize ARIS and Datacation grading systems to inform parents of excessive student absences
- Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Work closely with our Human Resource Director to ensure that teachers are licensed in specific subject areas, interview candidates , require lesson demonstrations wherever possible
- Payroll secretary will ensure that staff has correct licensing
- Administrative staff will attend Teacher Recruitment Fairs
- Mentoring for 1st year teachers
- Offer PIP Program to struggling and U rated teachers

Service and program coordination

- Our in-house SAPIS worker does push-in to classes to teach students about violence prevention, nutrition and various other things. He also meets with students on a one on one basis based on students' needs.

Budget and resources alignment

- Per Session Monies for before and After School Programs
- Title I Funding
- Tax Levy
- Reimbursable Funds
- TL Fair Student Funding

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- The school will increase the number of students graduating in four years from 64% to 69%

Comprehensive needs assessment

- The data reveals that this school outperformed approximately 18 of its 40 peer schools in 4 Year Graduation Rates

Instructional strategies/activities

TARGET POPULATION: All Students

RESPONSIBLE STAFF: All Staff

TIMELINE: June 2012

ACTIONS/STRATEGIES/ACTIVITIES:

- Guidance Counselors will do push-in to all grade levels to let students know what the requirements are to articulate to the next grade
- Guidance Counselors will meet personally with each senior to discuss graduation and what classes and Regents they require.
- Guidance Counselors will meet with all students to discuss programming for the following year, as well as advise them what they need to articulate to the next grade.
- Guidance Counselors will meet with students and parents of students who are failing classes.
- Credit recovery to seniors and juniors in night school, as well as summer school.
- Credit recovery in the form of Novanet (a self motivated program to receive credit) and Achieve 3000
- Credit recovery to freshman in summer school.
- Credit recovery during Spring Break for specific grade levels where the recovery is needed.
- Credit Recovery in the form of Achieve Now
- The Guidance Office will send home failing letters each marking period, as well as promotion in doubt letters to parents at mid year.
- Continue to offer a student mentoring program, both Assistant Principal, as well as students.
- Have the Inquiry Team work on improving the ability of students through trial and error.
- Have a Guidance Counselor and teacher from each department sit on the school's main Inquiry Team and turnkey information to their department.
- Teacher's will identify and create a group in ARIS of the lowest third in their classes to target and plan interventions and AIS.
- Department Conferences will address the use of data from ARIS to differentiate instruction and improve student learning.
- Provide tutoring services in all subject areas

- Use of ARIS, external and internal assessment and the learning survey as a means of determining appropriate lesson planning.
- Professional Development will be offered to all teachers on the use of data to drive instruction; the many components of differentiated instructions including process, product, content, learning style, interest and readiness.
- Teachers will be provided with listing of workshops offered outside of the school building.
- Teachers will utilize the Learning Styles Survey to drive and differentiate instruction according to the needs of the students in their classes.
 - All staff will be utilized. Assistant principals, guidance counselors, teachers, school aides, secretaries.
 - Teachers are given several methods they are able to use in the classroom. The school wide inquiry team has given teachers several methods tested in their classrooms. Teachers should try them and use what the best method is for them. Assessments are prepared by the teachers in the departments and are agreed upon by the dept.
 - Ongoing until June 2012

Strategies to increase parental involvement

- Continued use of portfolios to help students and their families clearly understand if the student is on target, and provide intervention steps for those who are not on target
- Encourage parents to provide teachers with their personal email addresses during Parent Teacher Conferences to increase communication
- School website will be updated with pertinent information such as tutoring schedules and where to seek extra help, as well as list email addresses for pedagogical staff to open lines of communication
- School messenger will be used to relay important information to students and their homes regarding upcoming Regents exams , as well as tutoring that is being offered
- Datacation will be used, teachers will be introduced to the program in October 2011 and training will begin with the goal of 100% of teacher use by mid-year.
- Letters regarding failing students, as well as attendance issues will be sent via USPS to homes informing parents of such information
- Reading lists will be posted and sent home
- Offer morning workshops to parents who cannot come to PTA Meetings in the evening
- Offer workshops to parents on how to utilize ARIS and Datacation and use phone master to inform
- Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Guidance counselors address the PTA about graduation requirements, as well as requirements needed to articulate to each grade.
- Set up a parent hub where parents can come and visit and get services needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Work closely with our Human Resource Director to ensure that teachers are licensed in specific subject areas, interview candidates , require lesson demonstrations wherever possible
- Payroll secretary will ensure that staff has correct licensing
- Administrative staff will attend Teacher Recruitment Fairs

- Mentoring for 1st year teachers

Service and program coordination

- Our in-house SAPIS worker does push-in to classes to teach students about violence prevention, nutrition and various other things. He also meets with students on a one on one basis based on students' needs.

Budget and resources alignment

- Title I Funding
- Title II Funding
- Tax Levy
- Achieve Now Money

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	350	485	90	270	350	0	22	
10	350	455	100	370	350	0	10	
11	375	495	11	360	375	0	1	
12	100	455	60	320	100	0	3	

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p> <ul style="list-style-type: none"> • Direct Instruction • SETSS Push-In • Team Teaching (CTT) • Tutoring • Reading Program (Achieve 3000 & Just Words) • Inclusion • Small group Tutoring • Peer Tutoring • Regents Review • Skills/Literature Elective 	<ul style="list-style-type: none"> • Small group (15 students), remedial reading program offered for one period daily. • 8 classes offered one period daily consisting of two certified teachers for class of 34 students. More individualized, smaller group support and instruction. • English 9 & 10 offered one period daily, with two teachers in each class for smaller group instruction, differentiated instruction and extra support. • 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. • Double period instruction offered during the school day – reading and literacy oriented (low level readers) • Single and double period intervention resource reference classes offered during the school day; individual and team teaching • One to one instruction and group work offered during the school day with the teacher; content specific to the course work • One to one tutoring with assistance from Scholars and Arista students, offered during the school day, as well as after school. • Provided as part of a scheduled core course in grades 11 & 12 and remedial extra class review. Also offered after school • Elective class offered during the school day to concentrate on basic skills related to ALL areas of ELA
<p>Mathematics</p> <ul style="list-style-type: none"> • Small Group Instruction • Tutoring • Credit Recovery • Periodic Assessment 	<ul style="list-style-type: none"> • Students receive small group and one on one instruction before, during, and after school hours. • Individualized and small group tutoring available one period per day. • Students have access to credit recovery via the NOVANET program. • Teachers use the ACUITY Periodic Assessment Program to assess students throughout the school year.

<ul style="list-style-type: none"> • CTT Classes • Regents Review 	<ul style="list-style-type: none"> • Students are given the opportunity to have team teaching with differentiated instruction; two classes. • Provided in ME21, repeater Algebra I classes.
<p>Science</p> <ul style="list-style-type: none"> • Tutoring • Credit Recovery 	<ul style="list-style-type: none"> • Before and after school tutoring: tutor students in small groups during the school day, before the school day for 10th and 11th graders and after the school day for 9th and 12th graders • Night school-offered after school to students who need to pass a Regents exam. NovaNet-computer assisted instructional system that provides individualized instruction to students with assistance of a teacher and/or individual. Achieve Now-designed for selected students, which is taught by deans and offered during the school day.
<p>Social Studies</p> <ul style="list-style-type: none"> • Tutoring 	<ul style="list-style-type: none"> • Individualized and small group tutoring is offered daily to all students during school hours
<p>At-risk Services provided by the Guidance Counselor</p> <ul style="list-style-type: none"> • Small Group Counseling • One to One Counseling • Guidance Push-In • Assemblies 	<ul style="list-style-type: none"> • Small group counseling in ratio's of 5-1, 3-1 and 1-1 done on a weekly basis. • Counselors meet with their students individually when intervention is needed. • Counselors push in to various classes for necessary academic and informational presentations • Assemblies are done when academic intervention is needed with specific groups
<p>At-risk Services provided by the School Psychologist</p> <ul style="list-style-type: none"> • Evaluation • One to One Counseling 	<ul style="list-style-type: none"> • 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 & 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. • Psychologist meets with students individually when intervention is needed.
<p>At-risk Services provided by the Social Worker</p>	

<ul style="list-style-type: none"> • ERSSA Counseling • Outreach • One to One Counseling 	<ul style="list-style-type: none"> • One Social Worker supports “At Risk” students through counseling and the Pupil Personnel Committee follow up. • One Social Worker does parent outreach and is the agency liaison to evaluate student needs. • Social Worker meets with students individually when intervention is needed.
<p>At-risk Health-related Services</p>	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 26Q435 School Name: Martin Van Buren HS

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

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

Category: Basic Focused Comprehensive

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

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

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

Martin Van Buren did not meet its AYP in English during the 2010-2011 school year. As a result of an ESCA Audit, the findings were as follows:

- Instructional time is lost due to classroom switches, requiring set-up time for lessons, technology, etc.
 - Of 76 classrooms observed, 46 were rated in the low or mid-range for student engagement. Fewer students in the classes were on task than off task.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

To address the issues from the ESCA audit we have implemented the following changes:

- Our low level readers have double period classes that are structured to include varies hands on activities and use of the Achieve 3000 software to support our dependent readers. Our English classes for ESL students are additional support classes that engage students in the Achieve 3000 software.
- Achieve 3000 software is a proven vehicle for development of reading and writing skills and we have used it in our program to support instruction for low level readers.
- We would like to continue and enhance our after-school program for dependent readers to include additional instruction and skills practice under the guidance of a reading expert (vendor) who would work directly with our students and staff.
- We continue to offer credit recovery through Nova Net software and have assigned English teachers to that computer lab throughout the day.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We will enhance our after-school program for dependent readers to include additional instruction and skills practice under the guidance of a reading expert vendor who would work directly with our students and provide professional development for our staff.

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

We recognize the importance of professional development for our four teachers using this software and have included extensive professional development that began last year and continues this year with five full days of vendor support. (Achieve 3000)

This year we will provide additional professional development using a reading specialist vendor for our teachers after school. Professional development will focus on strategies to accelerate reading comprehension, fluency, writing proficiency and vocabulary development. We will include four English teachers and ISS and ESL teachers

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.

On December 15th the SINI Parent Notification Letter will be backpacked to all students to take home explaining that we are now a School in Need of Improvement. The letter will describe in what areas we need improvement, as well as the specific strategies which are being implemented to help the school reach high standards for student achievement and give every child a quality education.

Additional notification will take place for families of students in our enhancement program through letters home, phone calls by teachers and guidance staff.

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 26	Borough Queens	School Number 435
School Name Martin Van Buren High School			

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

Principal Ms. Marilyn Shevell	Assistant Principal Ms. M. Jean
Coach	Coach
ESL Teacher Ms. McNally	Guidance Counselor Ms. Giourgas
Teacher/Subject Area Mr. D. Rubin	Parent type here
Teacher/Subject Area Ms. Perlmutter	Parent Coordinator Mr. R. Chew
Related Service Provider Mr. S. Patel (ESL/BESIS Coord)	Other Ms. Linda Chiu
Network Leader Sumita Kaufhold	Other Ms. Winston (Testing/data Coor

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	2436	Total Number of ELLs	246	ELLs as share of total student population (%)	10.10%
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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 accommodate parents and students with faculty or staff who speak in their native language for communication if necessary for the interviewing process to determine LAB-R eligibility. For those students who are identified as Spanish speaking we administer the English and the Spanish LAB-R. The LAB-R is administered by the ESL Coordinator Mr. Patel. 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. We use the ATS report of RLER to obtain a list of ESL students eligible for the NYSELAT. Teachers administer each component of the test to students. For the Speaking Section, the test is given by ESL teachers to student one on one. For the other three sections of Reading, Writing and Listening, ESL teachers administer the test to their students in the classroom.
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. If we have the minimum required of parents who chose TBE/DL program and when the program is available we send out letters to the parents of those students. The Assistant Principal of the ESL Department is Ms. M Jean.
3. During the intake process, HLIS and Parent Selection forms are completed in the school and done with the BESIS/ESL Coordinator. Once the student is administered the LAB-R, the entitled letters are given to parent/guardian 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										14	14	14	14	56
Total	0	0	0	0	0	0	0	0	0	14	14	14	14	56

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	246	Newcomers (ELLs receiving service 0-3 years)	167	Special Education	32
SIFE	32	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	33

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	167	12	5	46	17	11	33	3	13	246
Total	167	12	5	46	17	11	33	3	13	246

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										28	18	14	10	70
Chinese												1		1
Russian														0
Bengali										6	2	4	3	15
Urdu										5	10	11	5	31
Arabic										4	5	1	0	10
Haitian										17	7	9	4	37
French										10	9	11	4	34
Korean														0
Punjabi										5	1	6	3	15
Polish													1	1
Albanian														0
Other										6	5	8	13	32
TOTAL	0	81	57	65	43	246								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-4 here

- 1a. 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, hands on material, manipulatives where possible. We will have libraries in classroom. Teachers use internet resources, buddy system (pairing). Teachers in all subject areas use dictionaries in student languages to support learning. Each subject is presented in English. ESL teachers communicate with other subject area teachers as needed to understand student progress. Also, ESL teachers teach various forms of historical, scientific, non-fiction material to facilitate learning for other content area. In addition, teachers in subject areas focus on vocabulary, terminology, and use Power Point with pictures. In science classes teachers do practical lab experiments in class, and math, science and social studies use charts and models.
4. We solely offer ESL program only.
5.
 - a. For SIFE students we do small group instruction. Teachers also use differentiation of various forms of critical thinking questions such as analytical, applicative, etc. There is also one on one teaching as needed.
 - b. For newcomers we use coaching from teachers, tutoring and small group instruction. We also include differentiation of various forms of critical thinking questions such as analytical, comprehension, evaluative, etc. There is also one on one teaching as needed.
 - c. For the 4 to 6 years we use small group tutoring. We also include differentiation of various forms of critical thinking question such as analytical, comprehension, evaluative, etc. There is one on one teaching as needed.
 - d. For the completed 6 years, we use small group tutoring, intervention with parents/guidance and small group instruction, and we include differentiation of various forms of critical thinking questions such as analytical, comprehension, evaluative, etc. There is also one on one teaching as needed.

Courses Taught in Languages Other than English ⓘ

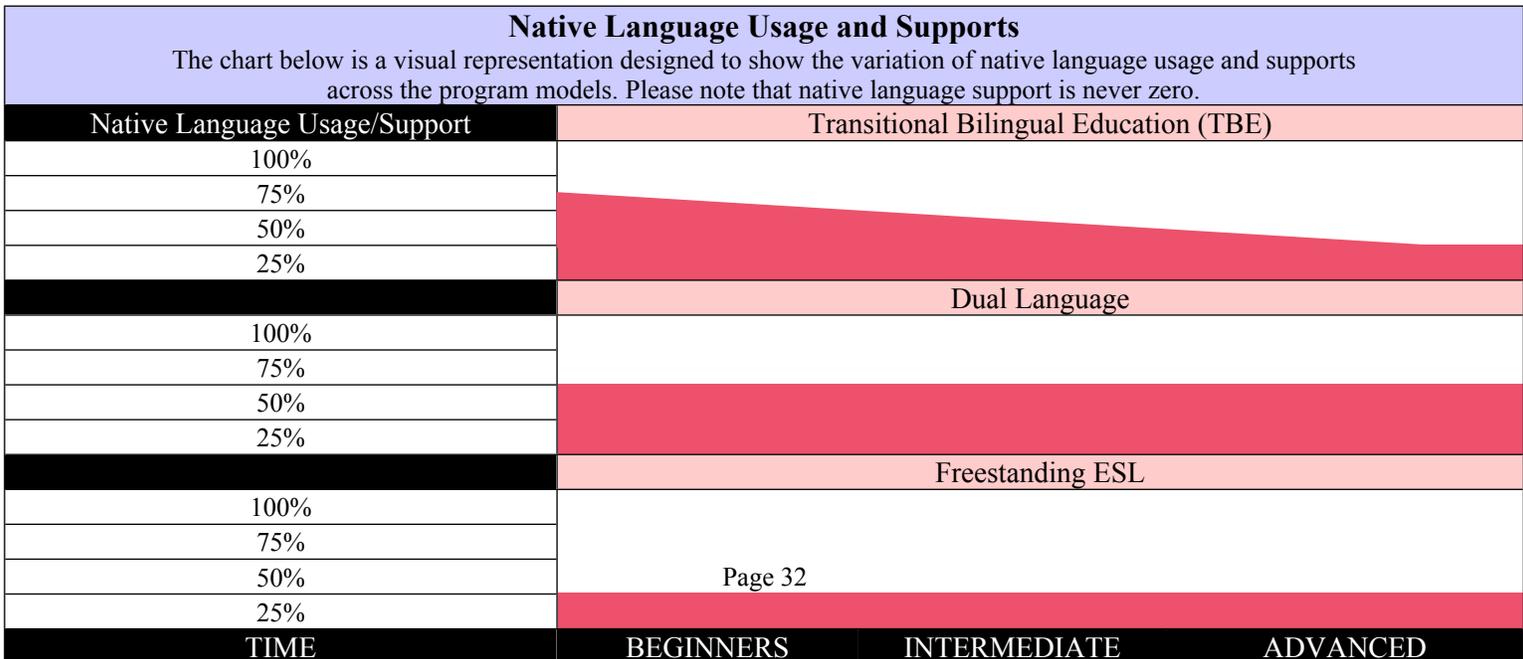
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. For intervention, we involve school Parent Coordinator, Guidance Counselors, and parents. Students who are targeted by teachers for low test scores, missing or poor homework and classwork received intervention. Parents are called and students are recommended to attend afterschool and in-school tutoring sessions in all subject areas such as Math, ELA, Social Studies and Science. Tutoring sessions can range from one on one to small group learning. Also, tutoring is done in pairs of content area teacher and ESL teacher. Teachers also inform parents and Guidance Counselors as needed for intervention in the subject areas. We have observed that students who receive intervention improve in their respected subject area.
9. Students who pass NYSESLAT are continued to offer test accommodations as ESL students during state regents and any other needs which as same as ESL students for two years.
10. At the moment we have ELL students taking two/three additional periods per week of remedial English taught by a certified English teacher. This class develops ESL students proficiency of English language. We also use internet ACHIEVE 3000 software where students do reading on line with comprehension questions using controls. We have observed an increase of reading, writing, listening and speaking skills for the students.
11. No programs/services will be discontinued.
12. ELLs are welcome to join after school clubs, school sports, and tutoring sessions. We offer various club activities, such as robotics club, international club, debate team, etc. ESL students receive the invitation from their attendance period class teachers to join. Many ESL students have taken part in for example the international club and have conducted native dance performances during annual school international programs. Some of our ESL students take part in sports such as soccer and basketball. We offer supplemental services in academics such as tutoring in all subject areas of ELA, math, social studies, and science by a subject area teacher to develop student skills in that subject using Title III funds.
13. We use various work books, smart boards, laptops, TV, video projectors, dictionaries in home language, and other reference books in the classroom. Materials used in subgroups are picture dictionaries, workbooks containing practice exercises and diagrams to facilitate learning. We use home language dictionaries for student learning.
14. We have ESL native language dictionaries/glossaries in home language which are used to guide student learning in their respected subject areas.
15. Yes. Our services and support system correspond to ESL's age levels. They are grouped within their level as per NYSESLAT scores and support of guidance and tutoring are within their score level as well.
16. At the beginning of September we provide an orientation for the incoming ninth grade class, such as tour of school and an overview of school programs offered.
17. 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)?

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, subject area teachers through BETAC workshops relating to teaching ESL students. We also have in house PD for ELL teachers for various strategies to implement. For
2. All the staff have access to student NYSELAT scores, guidance counselors and assistant principals for any assistance. Guidance counselors have received PD for methods of communication with students which benefit the ESL students. School administrators provide useful material in teaching methodologies to teachers for ESI students. They also meet with ESL students and their parents during ESL parent/student conferences to explain the programs offered in the school.
3. We sent teachers for PD for ELL and will use BETAC training and then turn key with the staff. School administrators keep on file records of teachers attending PD .

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 during Open School Night/Afternoon and during Parents of ESL students Conferences. We offer translators through a private vendor or faculty/staff as needed for parents. Also, we we send phone messaes to parents regarding any particular concerns.
2. We do not currently have this in effect.
3. We evaluate the needs of the parents by questionnaires, conversations during meetings, or conferences. The school offers a suggestion box in the guidance office. We are initiating a "parent hub" room for parents, such as agencies of hospitals, immigration, etc.
4. We do a survey and see what parents want and then accommodate it. We hold PTA meetings, Financial Aid workshops to address parental needs. Also we have a Jump Start program with Monroe College in which selected students with receive 3 college credits.

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)										27	7	8	1	43
Intermediate(I)										21	32	30	25	108
Advanced (A)										26	29	29	11	95
Total	0	0	0	0	0	0	0	0	0	74	68	67	37	246

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										8	5	1	0
	I										11	23	13	8
	A										20	13	29	15
	P										17	0	17	10
READING/ WRITING	B										18	1	4	1
	I										17	11	31	23
	A										20	17	21	9
	P										1	12	4	1

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	51	0	9	0
Integrated Algebra	95		29	
Geometry	12		12	
Algebra 2/Trigonometry	3	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	51		10	
Living Environment	41		19	
Physics	0	0	0	0
Global History and Geography	122		23	
US History and Government	52		14	
Foreign Language	1	0	1	0
Other Bengali	1	1	1	1
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

1. What NYSESLAT LAB-R, 2. What NYSESLAT ELA and Math, 3. What NYSESLAT Listening and Speaking, 4. What NYSESLAT Writing, 5. What NYSESLAT Reading

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Martin Van Buren High School</u>		School DBN: <u>26Q435</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marilyn Shevell	Principal		
Ms. M. Jean	Assistant Principal		
Mr. R. Chew	Parent Coordinator		
Ms. McNally	ESL Teacher		
	Parent		
Mr. D Rubin	Teacher/Subject Area		11/21/11
Ms. Perlmutter	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Giourgas	Guidance Counselor		
Ms. Sumita Kaufhold	Network Leader		
Mr. S. Patel	Other <u>BESIS/ESL Coord.</u>		
Ms. Winston	Other <u>Testing/Data Coord.</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q435** School Name: **Martin Van Buren High School**

Cluster: **1** Network: **CFN 108**

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.

We use the HLIS and ATS to determine the language parents need for oral interpretation or written material in their home language. For parents that need a specific language for written material, we provide material in their home language as needed. When we have conferences with parents such as Parent teacher, guidance conferences, we provide selected parents with oral interpretation as needed.

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

Our school has a fairly minor need in the language of Haitian Creole, Spanish and sub-continental Indian languages, particularly Hindi. We have informed our school faculty and staff that we offer language services as needed.

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.

We use NYC DOE Translation Unit for written translation of the major languages. We have written material in English which is then approved by the A.P. and then sent to Translation Unit two to three weeks prior to date needed. Then we have material sent to parents.

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.

We offer oral interpretation services for parents who need to communicate in a language other than English. We either use a private NYC DOE vendor (LIS Interpretators) for interpretation services or staff or members who can communicate and interpret in the language needed.

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 provides any information of student specific critical documents in translated form for parents as needed. We will provide parents material in English and indicate that they are entitled to fee waiver for any translated material in which we could not provide the material in a timely matter. For interpretation services we have posted the translation services provided in our school. We will maintain the number of documents translated for parents and interpretation units we use.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Martin Van Buren High School	DBN: 26Q435
Cluster Leader:	Network Leader: Sumita Kaufhold
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> *9 <input checked="" type="radio"/> *10 <input checked="" type="radio"/> *11 <input checked="" type="radio"/> *12
Total # of teachers in this program: 14
of certified ESL/Bilingual teachers: 3
of content area teachers: 11

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: To articulate the number of ELLs students from beginners to Advanced level to be college and career ready.

Beginners in grade 9 and 10

Schedule: Monday through Friday 45 minutes period.

Language of instruction: English

Three Certified ELL Teachers

Materials: Video, charts, graphic organizers, textbooks, Workbooks.

Part C: Professional Development

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

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

Begin description here: To provide Professional Development to all ELL teachers to improve students performance in subject classes.

Teachers to receive training: 4 Science; 4 Social Studies; 3 Mathematics; 3 English

Schedule: November 8 all day (7 hours); Monthly Department meetings; January PD day (7hours)

Brooklyn/Queens Day (7 hours)

Topic to be covered: Differentiated Instruction for ELL students; ELL students and the Common Core standards.

Name of Provider: Martin Van Buren High School; outside providers.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: To increase parental participation in ELL students' learning
 Schedule: Individual meeting as needed; Parent Teacher conference day (1 hour)
 Topic to be covered: ELL students performace in NYSESLAT examination
 Name of Provider: Martin Van Buren High School
 Parents were notified by mail and by telephone.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$22,244.00</u>	<u>Small group instruction after school. Regents prep for Science, Math, Social studies and English once to twice a week. (Dec- May)</u> 1- Supervisor 1- Math Teacher, 1- Science Teacher, 1-English Teacher
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other	\$4500.00	Equipment- 3 laptops, 3 LCD Projectors, 3 Carts
TOTAL	<u>\$26,744.00</u>	

