



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

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

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

PRINCIPAL: [SAM SOCHET](#)

EMAIL: SSOCHET@SCHOOLS.NYC.GOV

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 School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sam Sochet	*Principal or Designee	
Frank Bancone	*UFT Chapter Leader or Designee	
Helen Young	*PA/PTA President or Designated Co-President	
Philomena O'Connor	DC 37 Representative, if applicable	
Samantha Sanders Manjot Kaur	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Catherine Kross	Member/CSA	
Joan Moretti	Member/UFT	
Beverly Fernandez	Member/Parent	
Marvo Gilbert	Member/ Parent	
Angela Murphy	Member/ Parent	
Jacqueline Calvert	Member/ Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
 - 2012 SQR – Page 5 - Strengthen pedagogy to improve coherence of practices throughout the school so that all students have entry points into meaningful academic engagement (1.2).

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

X 2.3 Systems and structures for school development

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1:

School leaders will conduct frequent cycles of formative teacher observation and feedback supported with professional learning opportunities for teachers to develop a common understanding of effective instruction. By June 2013, snapshot observations will reflect that at least 50% of the teachers will have shifted on average at least one column concerning instruction, planning and preparation, or assessment by using personalized trajectories based on self assessment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- In last year's SQR, Quality Statement 2.2 indicated: "Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level." During our Professional Development in late August, the Principal and AP's Supervision came up with a plan to have 4 sets of Interim Assessments during the 2012-2013 school year that would be aligned with both the Common Core Learning Standards, as well as with the January and June Regents examinations for Math, Science, Social Studies, and Science.
- Assistant Principals will assist teachers with improving their classroom instruction with Professional Development provided by the principal as well as a staff developer from the Research for Better Teaching (RBT) for curriculum and staff development. The PD will concentrate on several key areas including how to develop strong mastery objectives, effective used of Anticipatory Set, proper usage of Active Participation Phraseology, Clarity, Knowledge of Results, Effective Modeling, and Selecting Objectives at the Correct Level of Difficulty, Level of Concern applications, and Motivation.
- Invite outside vendors such as Pearson Education, Leadership Matters, and Scholastic to present workshops in house, as well as provide staff with the opportunity to attend workshops both DOE and Non DOE workshops during Staff Development Days.

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

- Principal
- Assistant Principals of Supervision

- Core Subject Area Teachers
- ESL and ISS Teachers including Push-In Teachers
- Students
- CIE Lead Teacher
- Assistant Principals will monitor student engagement with teachers
- Network Support
- Interim assessments will be developed by lead teachers in each of the four core areas/departments to ensure that the Interim Assessment examinations are aligned with the CCLS, as well as prepare students for the respective Regents examinations. Interim Assessments will be given in October, January, April, and June.

c. Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- During Professional Development sessions, teachers will use item analysis on the both multiple choice and constructive response questions to adjust future instruction.
- Timeline for implementation
- The quarterly Interim Assessments will be given throughout the year commencing in October 2012 and then in subsequent quarters of the 2012-2013 school year to help students prepare for their Regents examinations in both January and June 2013.

Budget and resource alignment

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

Other-describe here:

Priority/Focus Non -Title I

- Tax Levy Title IA Title IIA Title III Set Aside Grants [ARRA RTT Citywide Instructional Expectation](#)

Service and program coordination

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

- Provide staff with Datacation, ATS, ARIS, HSST and ACUITY training opportunities throughout the school year, both within and outside of our school.
- CFN will provide support to the Department Inquiry Teams to increase academic success of targeted population.
- CFN will provide support to the Administration and CIE (Citywide Instructional Expectations) Lead Teachers.
- Invite outside vendors to present workshops in house, as well as provide staff with the opportunity to attend workshops both DOE and Non DOE workshops during Staff Development Days utilizing Priority/ Focus Non- Title I Funding, ARRA RTT City Wide Instructional Expectations and Title III LEP funding.
- Utilize (PF Support Great Teachers and Leaders)Priority/ Focus Funds-Principal Per Session \$1000.00(w/o fringe \$836)
- Utilize (PF Support Great Teachers and Leaders) Curriculum and Staff Development Priority/ Focus Funds-\$17,000 from RBT and Pearson to provide

Professional Development to teachers to address the literacy professional learning needs across the school, in collaboration with staff and leadership.

- Utilize (PF Academic Intervention Services) Priority / Focus Funds- Regents Prep Saturday School- Supervisor Per Session- \$9000 (w/o fringe \$7,528)/ 4-Supervisors/TTL hours 171.36/ Sessions TBD)
- Utilize (PF Academic Intervention Services) Priority/ Focus Funds-Regents Prep Saturday School-Teacher Per Session- \$37, 997 (w/o fringe \$31,781) 12-Teachers/4 hours/ 15 sessions.
- Utilize (PF Expanded Learning Time) Priority/ Focus Funds \$17, 567 (w/o fringe \$14,693)-Freshman English-2 Classes and Social Studies 2-Classes (4 Teachers/ 1 hour sessions/ 85 sessions)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
 - [2012 SQR – Page 5 - Evaluate units and tasks through the lens of Common Core Learning Standards to ensure that all students have challenging opportunities that promote academic success, closing of the achievement gap and post-secondary readiness. \(1.1\)](#)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

The students of Martin Van Buren High School will receive instruction that is rigorous, challenging, and aligned with the Common Core Learning Standards. By the end of the 2012-2013 school year, 50% of planned lessons for English, Math, Social Studies, and the Sciences, will feature rigorous instruction that is Common Core aligned and as described in the Citywide Instructional Expectations for 2012-2013:

- Students being able to cite text-based evidence
- Students being able to demonstrate critical thinking skills across all subject areas.
- Students demonstrating proficiency in engaging text

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
 - Develop the 2012/2013 curriculum for Math, Science, English, and Social Studies following the Common Core Learning Standards
 - Teaching to the “big picture” (conceptual learning and skills-based learning) by Grant Wiggins and Jay McTighe, *Understanding by Design*
 - Teachers will assess students to determine their weakness and develop action plans to support them.
 - Revise data to determine programs and strategies that met students’ needs.
 - Small group Instruction implementation for “At-Risk” learners.
 - Articulate and communicate criteria for effective teaching to all teachers.
 - Identify and provide professional development for low performing teachers
 - Effective use of Understanding By Design for unit and lesson planning
 - Note-taking skills
 - Teachers prepare an intervention log on each individual student within the lowest third population. This will follow the student’s intervention services for the academic year. The focus is on expedient turn around to encourage student improvement in deficient areas of study or absence issues.
 - The Principal’s Take Five initiative—wherein each teacher will identify one student per class to mentor for the academic year nurturing those five students to successful outcomes via tutoring and focused academic remedies for writing or reading, studying and other literacy problems, in addition to parent outreach.

- Hire a Literacy Coach(s) through Leadership Matters to provide Professional Development to teachers to address the literacy professional learning needs across the school, in collaboration with staff and leadership and academic intervention.
 - Obtain an additional outside vendor to Provide PD for Administrators and Teachers on new software that can be purchased for Literacy assessment such as SRI, Reading 180 and continue using Achieve3000 software for assessment of Targeted Population and academic intervention services.
 - Invite outside vendors such as Pearson Education, Leadership Matters, and Scholastic to present workshops in house, as well as provide staff with the opportunity to attend workshops both DOE and Non DOE workshops during Staff Development Days.
 - All classes will use department developed performance tasks as interim assessments, which will include writing argument W1, Informative/Explanatory W2, Narrative W3, as well as meet Common Core Learning Standards in speaking/listening and reading.
 - Teachers work together to discuss best practices and how to impact the individual needs of the students by providing academic intervention for students
 - Teachers will work together to develop several units of study based on the Common Core Learning Standards.
 - Begin to expand technology throughout departments with the purchase of interactive Smart Boards to be used for academic improvement and intervention in the classroom.
 - All Math lessons will require a writing component, in line with the CCLS.
 - Give interim assessments and then perform item analysis to determine the strengths and weaknesses of the students in order to develop appropriate lesson plans
- key personnel and other resources used to implement these strategies/activities,
 - Assistant Principals
 - Literacy Coach(s)
 - Teachers
 - Students
 - Assistant Principals will monitor student engagement with staff teachers
 - Network Support
 - ESL and ISS Teachers including Push-In Teachers
 - CIE Lead Teacher
 - Literacy materials- such as SRI, Read 180, Achieve 3000, Plato, Castle on line, etc.
- Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - Frequent classroom visits, as recommended by Kim Marshall
 - Frequent feedback to teachers
 - Student Progress- as described to the staff in the "Take Five" Initiative
 - Weekly Professional Development with both Assistant Principals, as well as Faculty Seminars with the Principal
 - Tutoring schedules for students to get help with assignments and provide academic intervention
 - Literacy Coach via school-wide Literacy Team
 - All student subgroups will be considered when developing curriculum with needed entry, access for all subgroups

- Teachers will “norm” grading on common rubrics that will inform their discussions in inquiry and determine decisions pertaining to instructional strategies and activities.
- Teachers meet weekly to discuss Best Practices as described in the [Tuning Protocol from the National School Reform Faculty, originally developed by Joseph McDonald and David Allen.](#)
- Strategically develop interim assessments based on implementation of the curriculum.
- Extensive use of Scholarship Reports to examine school-wide, departmental, as well as individual teacher data.
- Observations that use criteria established by RBT (Research for Better Teaching) and EEI (Essential Elements of Instruction).
- PD from Deb Reed of RBT to effectively use RBT tenets.
- Timeline for implementation.
 - June 2013
 - The quarterly Interim Assessments will be given throughout the year commencing in October 2012 and then in subsequent quarters of the 2012-2013 school year to help students prepare for their Regents examinations in both January and June 2013.

Budget and resource alignment

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

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 [ARRA RTT Citywide Instructional Expectation](#)

Other-describe here:

[Priority/Focus Non -Title I](#)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - [Obtain an additional outside vendor to Provide PD for Administrators and Teachers on new software that can be purchased for Literacy assessment such as SRI, Reading 180 and continue using Achieve3000 software for assessment of Targeted Population using NYSTL software funds and Tax Levy Funds.](#)
 - [Utilize \(Curriculum and Staff Development Contracts\) Priority/ Focus Funds \\$2,933 through Leadership Matters.](#)
 - [Utilize \(PF Academic Intervention Services\) Priority/ Focus Funds \\$26,914 to purchase SRI software for 200 students and Read180 software for 60 students to provide academic intervention for targeted population.](#)
 - [Utilize \(PF Academic Intervention Services\) Priority/ Focus Funds \\$21,842 to purchase 3- interactive smart boards and 3-computers for the ISS Department to begin spread technology throughout department classrooms.](#)
 - [Utilize \(PF Great Teachers and Leader\) Priority/ Focus Funds \\$28,892 to purchase 4-interactive smart boards and 4-computers for Department classrooms to begin to spread technology throughout department classrooms.](#)
 - [CFN will provide support to the Department Inquiry Teams to increase academic success of targeted population.](#)
 - [CFN will provide support to the Administration and CIE \(Citywide Instructional Expectations\) Lead Teachers.](#)

- Hire a Literacy Coach(s) through Leadership Matters utilizing (Curriculum and Staff Development Contracts) Priority/ Focus Funds \$50,000 to provide
- Professional Development to teachers to address the literacy professional learning needs across the school, in collaboration with staff and leadership.
- Invite outside vendors such as Pearson Education, Leadership Matters, and Scholastic to present workshops in house, as well as provide staff with the opportunity to attend workshops both DOE and Non DOE workshops during Staff Development Days utilizing Priority/ Focus Non- Title I Funding, ARRA RTT City Wide Instructional Expectations and Title III LEP funding
- Utilize (PF Academic Intervention) \$10,038 for ELL tutoring, student enrichment clubs, and data inquiry. Teacher Per Session (9- Teachers/ 22 hours each/ Sessions TBD)
- Utilize NYSTL software funds and Tax Levy Funds to obtain an additional outside vendor to provide Professional Development for Administrators and Teachers on new software that can be purchased for Literacy Assessment such as SRI and Reading 180, and continue using Achieve3000 software for the assessment of Targeted Population
- Utilize (PF College and Career Readiness) \$2,732 Priority/Focus Funds to purchase a copier lease to be used in the College Office.
- Utilize (PF Expanded Learning Time) \$28,659(w/o fringe \$23,970) for Targeted PM School- Teacher Per Session (5-Teachers/ 3 hours per session/ 38 sessions/ TTL hours 570.9).
- Utilize (PF Inquiry Team) \$4936(w/o fringe \$4128) for School Wide Inquiry Team- Teacher per Session (4 Teachers/ 24 hours each/ Sessions TBD/ TTL hours 98.35)
- Utilize(PF Extended Learning Time)Priority/ Focus Funds \$7,690(w/o fringe \$6,432) for Robotics/Engineering- Teacher Per Session (5- Teachers/ 30 hours each/ Sessions TBD/ TTL hours 153.23)

- Schedule Department examinations for each subject.
 - Revise data to determine programs and strategies that meet students' needs.
 - Guidance Intervention for low performing students to address their needs.
 - The Principal's Take Five initiative—wherein each teacher will identify one student per class to mentor for the academic year nurturing those five students to successful outcomes via tutoring and focused academic remedies for writing or reading, studying and other literacy problems, in addition to parent outreach.
 - Articulate and communicate criteria for effective teaching to all teachers.
 - Identify and provide professional development for low performing teachers
 - Give interim assessments and then perform item analysis to determine the strengths and weaknesses of the students in order to develop appropriate lesson plans, as well as strategies and activities for student subgroups
 - PD on the Effectiveness of Formative Assessments; Feeling Tone, Knowledge of Results, Clarity Concepts – Essential Elements of Instruction; Danielson Model; Bloom's Taxonomy, Creating Mastery Objectives, Formative Assessments
 - Review Scholarship Reports with all teachers to evaluate progress, prepare action plans, follow up on intervention logs including calling parents or sending letters home, contact with guidance counselors and other classroom teachers using ARIS and DATACATION.
- key personnel and other resources used to implement these strategies/activities,
 - Assistant Principals Supervision & Administration
 - Teachers
 - Students
 - Guidance Counselors
 - Parents
 - Inquiry Teams
 - Literacy Leadership Team
 - ESL Coordinator
- identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - Frequent classroom visits
 - Frequent feedback to teachers
 - Teachers will monitor student progress towards success on Regents and arrange for individual interventions which include, tutoring, parent outreach, individual conferences, additional support materials
 - Weekly Professional Development
 - Tutoring schedules for students to get help with assignments
 - Daily formative assessments provided and evaluated by staff teachers, item analysis of summative assessments, CCLS standard rubric used to identify student progress on their reading comprehension of text, questions and writing skills on essay exams. DBQ primary sources to evaluate student's abilities in comprehending rich text.

- timeline for implementation
 - By June 2013

Budget and resource alignment

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

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

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Priority/Focus Non-title I

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Using Priority/ Focus Non- Title I Funding to provide additional English classes for Targeted Freshman and additional classes for Targeted Juniors.
 - Using Tax levy Funds, Title III Funds and Priority/ Focus Non-Title I Funding to provide Regents Prep Saturday School, PM Targeted School, ELL Tutoring, Subject area tutoring, and Enrichment Clubs for students.
 - Using Tax Levy Funds, NYSTL Hardware, NYSTL Software, NYSTL Textbook, Title I STH Funds are allocated to support instructional and academic needs for students.

- Assess data and implement changes that align with teacher needs.
- key personnel and other resources used to implement these strategies/activities,
 - Assistant Principals Supervision & Administration
 - Teachers
 - Guidance Counselors
 - Parent Coordinator
 - ACE Counselors
- Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - All safety and security and guidance staff will take part in team building exercises during our faculty seminars.
 - Develop and implement Teacher Surveys to build on communication in individual teacher needs.
 - School-wide assemblies held for all cohorts that discuss school rules, discipline codes, proper code of conduct, and graduation requirements.
 - Classroom presentations by Guidance Counselors and Youth Development Counselor focusing on the topics of Culture, Respect for All, Bullying and Graduation Requirements.
 - Homecoming as an annual event.
- Timeline for implementation.
 - June 2013

Budget and resource alignment

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

Other-describe here: Priority/Focus Non - Title I ARRA RTT Citywide Instructional Expectation

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Using Tax Levy Funds to provide Enrichment Clubs, and Tutoring for students.
 - Grant Funding used for the ACE Program for additional assessment and guidance of targeted population.
 - Writing additional Grants- Resolution A Grant and Capital Budget Grant for Technology throughout the building, Community message board, Library renovation, and Tennis Court renovation.
 - Using Priority/ Focus Non- Title I Funding, ARRA RTT City Wide Instructional Expectations funding for PD to bring targeted professional development into our building during the Chancellor's Mandated Professional Development days. Specifically, presentations by Pearson Education will be delivering SIOP training to English teachers, ELL teachers, and IISS teachers on January 28 and June 6, 2013. In addition, teachers will attend internal

workshops (DOE) and non-DOE workshops upon request of the Principal or Administration and Provide Regents Prep Saturday School, PM Targeted School and ELL Tutoring and Subject area tutoring for students.

- Utilize(PF Academic Intervention) Priority/ Focus Funds \$6023 (w/o fringe \$5037) for Save Room (2- Teachers/ 2 hours per session/29 Sessions/ TTL hours 119.98)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
 - [2012 Learning Environment Survey –Page 5 – Communication: Do parents feel that the school provides them with information about the school’s educational goals and offers appropriate feedback on each student’s learning outcomes](#)
 - [2011-2012 Progress Report – Page 4 – School Environment](#)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

[To create a partnership between parents/guardians, students and staff to encourage a transparent environment to all members and to use data to help the entire school community understand and advance academic and social achievement by providing access to parents concerning their children’s data. This will involve shifting the school culture so that parents will be proud to send their children to Martin Van Buren High School.](#)

Strategies to increase parental involvement and engagement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 19 through 23 in this SCEP.

Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- strategies/activities that encompass the needs of identified student subgroups,
 - [Improve the School website, mvbhigh.com, to make it more up to date, and user friendly.](#)
 - [Upcoming events and important information will be posted on the main page of the website to ensure parent and student notification.](#)
 - [Tutoring schedules for all subject areas will be posted in accordance with their respective departments](#)
 - [Teacher email addresses will be listed in their respective departments for easy parental outreach](#)
 - [Continued use of the phone messenger to update and inform parents of student attendance and upcoming events, as well as important information concerning their child’s progress and academic status](#)
 - [Invite the press to cover important events and happening to increase positive promotions including community newspapers and NY1](#)
 - [NY1 will broadcast a story regarding the special programs mural created by art students](#)
 - [Notifications regarding students’ academic status and progress will be sent via USPS](#)
 - [Continue the growth and utilization of Pupil Path for parents to access their child’s data.](#)
 - [Develop workshops to help parents understand school data](#)
 - [Encourage teachers to increase their efforts to contact parents](#)
 - [Encourage parents to provide their personal email addresses to teachers and guidance counselors so that communication and outreach](#)

- regarding their child's academic progress and attendance is continuous
 - Assistant Principal's will review phone logs to ensure parental outreach is being done
- Received Parent Engagement Focus Funds \$16,600, in which the parents have agreed to support technology by purchasing two Smart boards.
- Guidance parent workshops for each grade throughout the year
- staff and other resources used to implement these strategies/activities
 - Increase community of awareness of upcoming events by purchasing a new Message Board that has both school and community events indicated.
 - Develop a committee for engagement in order to have parents become more aware of their children's progress
 - Use the data management program, Datacation, to measure parental increased involvement
 - Improve articulation with feeder and other surrounding Middle Schools by attending 7th and 8th grade visitations by principal, assistant principals of Pupil Personnel Services, director of special programs, and coaches of sports teams to entice students to enroll at Martin Van Buren High School
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Dedicate a portion of the budget to implement outreach strategies
 - Develop a committee for engagement that will include lead teachers from various Martin Van Buren High School Departments
 - Partnerships developed with outside agencies will improve opportunity for teachers as well as students, including North Shore LIJ Hospital
- timeline for implementation.
 - June 2013

Budget and resource alignment

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

Other-describe here:

 Tax Levy Title IA Title IIA Title III Set Aside Grants Priority/Focus Parent Engaged Non-Title I

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Using Tax Levy and Priority/ Focus Parent Engage Non- Title I Funds to support in creating partnership between parents/ guardians, staff and students through Parent Workshops, Website improvement, and outreach strategies.
 - Utilize (PF Parent Engagement) Non- Contractual Service/ Parent Involvement- Priority/ Focus Funds \$3353 (w/o fringe \$2804) Parent Academic Workshops-Per Session -Guidance Counselors-6 / 10 hours each/ Sessions TBD.
 - Utilize (PF Parent Engagement) Non- Contractual Service/ Parent Involvement-Priority/ Focus Funds \$13,080 to purchase 2-Mounted Interactive Smart boards and 2-Computers to support student achievement and engagement.
 - Utilize (PF Parent Engagement) Non-Contractual Service/ Parent Involvement- Priority/ Focus Funds \$167.00 to purchase parent pamphlets.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Review and application • Specific interventions as specified on IEP • Specific adaptations for SWD's • SIOP strategies for ELL's • SIOP strategies for Low Level readers • Additional strategies for reading comprehension/writing • College Now remedial class-reading comprehension and writing skills for CUNY ELA admission test • College Now ELA skills curriculum for SAT prep • Self-contained ELA classes with modifications for specific IEP's 	<ul style="list-style-type: none"> • Tutoring • Team Teaching/small group/one on one • Push-in/ one on one/small group • Additional ELA class-Juniors • Second ELA class for Freshmen with 1 or low 2 scores on 8th grade test • Seniors regents prep class for students who did not pass the ELA regents • For students with low ELA regents scores • For students who will take SAT <p>Small Group Instruction</p>	<ul style="list-style-type: none"> • After school • In class • In class • During school day • During school day • During school day • After school • After school <p>During school day</p>
Mathematics	<ul style="list-style-type: none"> • Tutoring 	<ul style="list-style-type: none"> • Both small group and in some cases one-to-one 	<ul style="list-style-type: none"> • During and after school
Science	<ul style="list-style-type: none"> • Saturday School • Review and application 	<ul style="list-style-type: none"> • Whole Group Instruction • Tutoring/Small Group Instruction 	<ul style="list-style-type: none"> • After School on Saturdays • After School on Tuesdays
Social Studies	<ul style="list-style-type: none"> • Regents review and classroom tutoring • Studying student work products to help drive and improve instruction for at risk students. 	<ul style="list-style-type: none"> • Small Group Tutoring • Small Group Instruction 	<ul style="list-style-type: none"> • During School • After school every Wednesday

	<ul style="list-style-type: none"> • Senior Regents review and preparation • Senior and Junior Regents review preparation 	<ul style="list-style-type: none"> • Small Group Instruction • Small Group Instruction 	<ul style="list-style-type: none"> • Saturdays • Before School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Academic Counseling 	<ul style="list-style-type: none"> • One to one counseling, Guidance Push-In, and Group Assemblies 	<ul style="list-style-type: none"> • During the school day with the exception of special assemblies held in the evening

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Work closely with our Human Resource Director to ensure that teachers are licensed in specific subject areas, interview candidates , require lesson demonstrations wherever possible
- Business Manager 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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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 [?](#)

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

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

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

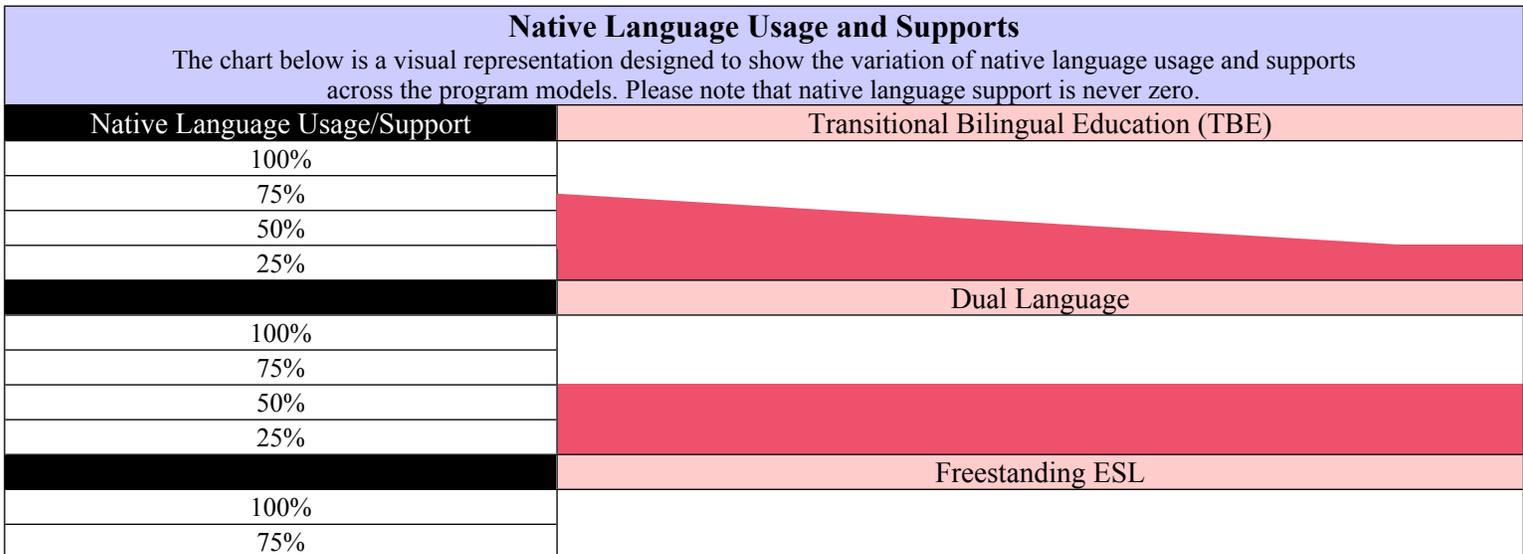
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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

B. Programming and Scheduling Information--Continued

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

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)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. We plan to have professional development for all teachers of ELL, 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 NYSELAT* 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 <u>Bengali</u>	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

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

Paste response to questions 1-6 here

1. We use NYSESLAT, LAB-R, 8th grade NY State ELA and Math scores to assess early literacy skills of ELLs. We have seen our students need some form of intervention in ELA - reading and writing. We provide those low functioning ELLs with additional English class in which teacher uses differienation in classroom.
2. The pattern for NYSESLAT seems to be students need more focus in reading/writing as they have scores lower in that particular area. For the New Admits LAB-R, we see that majority are 9th graders and scores are more visible at the Beginners level.
3. After reviewing the NYSESLAT modalities, teachers review the scores and focus their teaching style which will benefit the students in particular of reading/writing.
4. a. When we analyze regents scores, we have observed that students are challenged in the areas of science, Global studies, English and Intergrated Algebra. There is a higher percentage of students passing Geometry. Our school testing coordinator provides and maintains data for state regents scores. The grade level patterns are subjective since students excel based on skills regarding regents test. Our Guidance Couselor has informed that tenth grade students are stuggling the highest in regents exams, particularly Global Studies. The A.P.s in each department are involved in this area as well. We don't currently have data for students who took any exam in their native language.
 - b. Our A.P.s, teachers and Guidance Counselor use periodic assessments to determine the modification in instruction such as differienation, and we use the assessments to provide academic intervention services such as tutoring with subject area teacher/ELL teacher.
 - c. We only prepare for regents.
5. We don't have DUAL language program.
6. We examine the modalities of the NYSESLAT scores and determine their progress. Also, we use various levels of questions, tests, review, scaffolding, writing, compositions, pictures, videos - practice role playing, dialgoues and read-alouds. We have observed through tests that ELL students score higher in visual areas, such as using pictures for analysis with documetation, but lower in written work without visual aides.

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

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

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>250</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>15</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>12</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Martin Van Buren's instructional program is aligned with the New York City's Department of Education's Citywide 2012-13 Instructional Expectations (CIE's). We hold to the belief that high expectations, as detailed in the CIE's are for all learners, including English Language Learners. [Martin Van Buren High School](#) will continue to [utilize a supplemental ESL program run after- school](#). The program will continue to be run from 2:05 to 2:51 PM on Mondays, Tuesdays, Wednesdays and Thursdays and Fridays. The focus and rationale of the program centers around increasing the number of our ELLs passing Regents examinations in 2013. We will utilize data to identify the specific skills in the content areas as well as in literacy, specifically in reading and written expression. Student data from those who failed previous Regents will be utilized from the NYC ATS REDS reports, which will be run to gain an item analysis of each test for each student. This will allow us to identify the content and skills that students require to be successful. In addition, for students who have taken specific Regents, we will have students take a mock or practice Regents to gain an understanding of specific content and skills that our ELLs lack. Prep courses to be co-taught with a licensed ESL teacher and content area teachers will be developed around ELA, Mathematics, Living Environment as well as in Earth Science. Test taking skills will be covered during sessions. For materials, we will utilize subject-specific materials, Eduware software, content-area textbooks, Barrons Regents Let's Review series, and previous Regents examinations.

Instruction will be provided in a smaller, more individualized, setting to allow for greater differentiation and to target the skills each student requires. Subgroups targeted: ELL students in grades 9 through 12. Instructional groups will be based on mixed grades as they will be put together based on the specific subject area that needs to be targeted.

Like last year, there will be a rotation of student groups so that all students receive appropriate language development support from the certified ESL teacher.

The start date for the program will be November 2012.

The end date for the program will be June 2013.

The Language of Instruction will be in English.

Teachers' certification will be in ESL. There will be additional content-area teachers to co-teach the program. Their certifications will be Mathematics, English, the Sciences (Biology and Chemistry), as well as Social Studies.

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:

There will be 11 content area teachers receiving training in Math, Science, English and Social Studies. Duration of the program will be from November 2012 through June 2013. The providers to facilitate professional development are Ms. McNally, licensed English teacher and ESL teacher / ESL coordinator at Martin Van Buren High School, as well as Ms. Jean, Assistant Principal of English Language Learners at Martin Van Buren High School.

The purpose of trainings will be around ensuring that [all ELL teachers improve student performance in subject area classes](#).

[Teachers to receive training: Science; Social Studies; Mathematics; English and ESL.](#)

[Topics: Common core Standards for ELL students, Universal Design for Learning and developing scaffolded lessons and supports for ELLs, Strategies to effectively teach English Language Learners, Text complexity, reading comprehension, cooperative learning in the ELL classroom.](#) Teachers will receive training during teacher team meetings weekly, and grade conferences and at monthly faculty meetings. Full day professional development will be held on 9/5/12, 11/6/12, 6/6/13. Included in the professional development days are Election Day (11/6/12) where we will cover the core curriculum with strategies for teaching literacy to our ELLs in the content areas, Brooklyn Queens Day. The June 6th, 2013 (Brooklyn Queens Day) anticipated topic will be "Common Core Standards: Raising the Achievement for English Language Learners."

Additional professional sessions will take place on with topics on the below dates:

LIST DATES: January 16, 2013 ELS Parent Meeting from 6:00PM-8:00PM

Parent-Teacher conference from 4PM-5:30PM

This year we are adding a professional book study group which will hold meetings for 60 minutes (two times per month on the following dates: Februar 5, 2013; February 12, 2012; March 5, 2013; March 19, 2013; April 2nd, 2013; April 2, 2013; April 16, 2013; May 7, 2013; May 22nd, 2013; June 4, 2013 . The study group will meet to review and provided training from "Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom." The purpose of the study group will be for our content-area teachers to be able to integrate the teaching of the English language into the content areas of the regular curriculum.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Martin Van Buren High School informs parents of important school events. We provide critical information to parents by phone calls using School Messenger (this is translated into the child's native language). In addition, to notify parents we use a school website as well as send home letters and other information through the US Postal Service. Our parent coordinator or teacher/administrator will discuss any issue of concern with parents. Each ESL parent is notified of workshops through letters and flyers. We provide to parents of ESL students workshops trainings on content area strategies. Finally, we provide translation and interpretation services for parents of ELLS at all workshops and parent meetings.

Dates for parent trainings are:

To increase parental participation in ELL students' learning. To maximize parents attendance.
Schedule and duration: Parent Teacher Conferences on October 25, 2012 and October 26, 2012.
Monthly meetings: 11/5/1012; 12/03/2012; 01/16/2013 and Spring 2013
Topics to be covered on October 25 and October 26, 2012:

1. NYSESLAT examination - February 12, 2013
2. Supporting the ELL students with homework - March 6, 2013
3. ELL students and culture shock - April 3, 2013
4. Learning English - May 1, 2012
5. Acquiring Academic Vocabulary - May 1, 2013

Names of Providers:

Ms. McNally, Licensed English teacher and ELL coordinator at Martin Van Buren High School

Ms. Jean, Assistant Principal of ESL

Three additional licensed ESL teachers: Ms. Vargas, Ms. Axelrud; Ms. Recinos

Parents were notified by letter in Creol, Spanish, Urdu, Arabic 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: \$32312

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 	\$21,652	Teacher per session to run the program. Approximately 500 hours of per session at about \$50.19/hr.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	\$0
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$6,660	\$660 (30 teachers' books for study groups at \$22.00/each: Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom). Additional details: Barrons Lets Review (Regents) student books at \$10 each for Earth Science, Living Environment, Global Studies, US History, ELA Regents, and Algebra Regents Review for 100 students (600 copies x \$10 each = \$6,000.
Educational Software (Object Code 199)	\$4,000	Eduware Test Wizard software (\$2,000) and Wizard Test Maker (\$2,000).
Travel	N/A	\$0
Other	N/A	\$0
TOTAL	\$32,312	\$32,312