



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MARTIN VAN BUREN HIGH SCHOOL

DBN (i.e. 01M001): 26Q435

Principal: SAM SOCHET

Principal Email: SSOCHET@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: JOE ZAZA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
SAM SOCHET	*Principal or Designee	
FRANK BANCONE	*UFT Chapter Leader or Designee	
LATCHMAN PERSAUD	*PA/PTA President or Designated Co-President	
ROSINA LETO	DC 37 Representative, if applicable	
JESHU DASTIDAR	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
FRANK TONER	CBO Representative, if applicable	
JOAN MORETTI	Member/ UFT	
JAMES LONGWELL-STEVENSON	Member/ CSA	
KAREN LEE	Member/ PARENT	
YANNICK SINGH	Member/ PARENT	
JACQUELINE CALVERT	Member/ PARENT	
MARVO GILBERT	Member/ PARENT	
JUSTICE ROSS	Member/ STUDENT	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
X	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
N/A	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)
<u>Priority Schools Only</u>	
X	Expanded Learning Time (ELT) Program Description

School Information Sheet for 26Q435

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	2096	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	4
Types and Number of Special Education Classes (2013-14)					
# Special Classes	134	# SETSS	1	# Integrated Collaborative Teaching	45
Types and Number of Special Classes (2013-14)					
# Visual Arts	48	# Music	38	# Drama	N/A
# Foreign Language	68	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	2.0%	% Attendance Rate			83.8%
% Free Lunch	62.6%	% Reduced Lunch			5.9%
% Limited English Proficient	11.8%	% Students with Disabilities			12.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.7%	% Black or African American			56.3%
% Hispanic or Latino	13.9%	% Asian or Native Hawaiian/Pacific Islander			24.9%
% White	2.7%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	0.34	# of Assistant Principals			6
# of Deans	N/A	# of Counselors/Social Workers			7
% of Teachers with No Valid Teaching Certificate	1.8%	% Teaching Out of Certification			10.9%
% Teaching with Fewer Than 3 Years of Experience	12.3%	Average Teacher Absences			6.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	66.7%	Mathematics Performance at levels 3 & 4			40.1%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			52.9%
6 Year Graduation Rate	71.7%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Last year's SCEP concentrated on improving pedagogy and coherence to allow students to have multiple entry points into meaningful academic engagement. The document also anticipated the significance of the Danielson competencies in assessing classroom instruction. It also mentioned the use of Interim Assessments in all four core academic subjects as a means to diagnose student progress and use data to drive instruction.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Specific areas include improving results on Regents examinations and specific components of the Learning Environment survey			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Specific challenges encountered while developing and implementing the 2012-2013 SCEP involved the role of the Interim Assessments, and finding the time for teacher teams to analyze the exams, predict the effectiveness of questions, and ultimately to ensure that the questions generated were aligned with the Common Core Learning Standards. In addition, the SCEP emphasized the significance of deliberate use of small group instruction throughout the school, particularly with Students With Disabilities and English Language Learners. In this element, we were seeking help at this level with Literacy Coaches. In addition, we sought to improve on overall Regents examination grades without knowing the difficulty of the exams, including the June 2013 English Regents examination.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We were successful on the Communication Portion of the Learning Environment Survey. We were able to initiate a Literacy Leadership Team that took on the challenge of developing building wide coherence and putting student literacy on the map across all subject areas. We were successful in improving our results on Mathematics Regents examinations. We were successful in getting our SIG Grant application approved through the year 2016. This will allow us to develop our Special Programs, as well as help us with our lowest 1/3, SWD's, and ELL learners.			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
We were not able to effectively target enough of our students to attend Saturday School Regents Prep and PM School. In addition, we were not able to employ some of the programs that we have implemented this year via our SIG Grant, such as our partnership with Teachers College's CPET Literacy Program, Scholastic for a new Read 180 Program and System 44, and Pearson's iLit Program, as well as other partnerships that are included in the grant.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Anticipated barriers and challenges in developing and implementing the 2013-2014 SCEP include the Danielson-based Advance System which is new to both administrators and teachers. In addition, at the same time, teachers are also challenged with making sure that their lessons are Common-Core aligned.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
By June 2014, our three targeted subgroups (lowest 1/3, ELL's, and SWD's) will receive challenging, Common Core-aligned instruction that will lead to improvements on their Interim Assessments in English, Math, Social Studies, and Science, which will prepare them to excel on the Regents Examinations in those subject areas.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with school staff and the community by:			
<ul style="list-style-type: none"> • Monthly small group faculty seminars with the principal • Teacher team meetings within departments twice a week 			

- Monthly department meetings
- Open Houses hosted by the AP of Guidance
- PTA Meetings with presentations by the Principal, Assistant Principals, Program Directors, and Teachers
- Phone master messages from the Principal and Assistant Principals.

Describe your theory of action at the core of your school's SCEP.

The theory of action is driven by the Principal's three 'big rocks' that he brought to the school last year

1. Shifting the School Culture to one that is based on respect and a premium on being lifelong learners
2. Reaching out to the Community, including but not exclusively the District 26 Middle Schools, area Civic Associations and Community Boards
3. An emphasis on Learning and Teaching, i.e. ensuring that students are receiving excellent instruction and teachers are receiving appropriate supervision and professional development.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for executing the theory of action is that Assistant Principals and Principal emphasize the importance of school tone and culture by creating norms that are evident throughout the entire school, and by providing teachers and students with the support they need in order to be successful; his includes a fully equipped Saturday School and PM School, as well as an expanded school day. Students this year compared to last year are receiving at least 10 hours more instruction per class.

List the key elements and other unique characteristics of your school's SCEP.

The key elements and other unique characteristics of the SCEP are:

- We have developed a systematic approach to Interim Assessments that are formulated to target key parts of the academic core curriculum in order to prepare our students to be both Regents exam and college ready.
- We are dedicating ourselves to engage and challenge all of our students, including our ELL's and SWD's.
- We are dedicating two of our teams in particular, the Literacy Team and our School-Wide Inquiry Team, to ensuring that we utilize data and item analysis systematically to help drive instruction.
- In addition, we are using our awarded SIG Grant in order to fund our new programs that will serve to attract students from the local area to improve Martin Van Buren High School's standing in its own community.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Receiving a three year SIG Grant allows us to monitor our own progress, plus we are able to get feedback from a variety of outside agencies that can assist us in our progress including Teachers College, our new CFN network (201), Scholastic, CSA, Principal's Leadership Academy, Pearson Education, and many others. These and other partners have a vested interest in initiating the transformation of Martin Van Buren into a successful high school once again.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to develop a systematic approach to gathering and analyzing assessment data in order to adjust curriculum and instructional tasks so that learning is relevant and appropriate to all subgroups including ELLs and Students with disabilities

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	X	2.3 Systems and structures for school development
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to develop and support a common understanding of effective instruction, school administrators will conduct weekly SFO's, as evidenced in Advance.

Instructional Strategies/Activities

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

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

- The Principal and AP's Supervision came up with a plan to have 4 sets of Interim Assessments during the 2013-2014 school year that would be aligned with both the Common Core Learning Standards, as well as with Regents examinations for Math, Science, Social Studies, and Science
- Provide staff with Datacation, ATS, ARIS, HSST and ACUITY training opportunities throughout the school year.
- 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
- Professional Development to teachers to address the literacy professional learning needs across the school, in collaboration with staff and leadership.
- 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 Non- Title I Funding, ARRA RTT City Wide Instructional Expectations and Title III LEP funding

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

1. Principal
2. Assistant Principals Supervision
3. Core Subject Area Teachers
4. ESL and ISS Teachers including Push-In Teachers
5. ELL- Guidance Counselor
6. Students
7. CIE Lead Teacher
8. Assistant Principals will monitor student engagement with teachers
9. Network Support

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

1. During Professional Development sessions, teachers will use item analysis on the both multiple choice and constructive response questions to adjust future instruction.
2. 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.

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

1. June 2014
2. The quarterly Interim Assessments will be given throughout the year commencing in October 2013 and then in subsequent quarters of the 2013-2014 school year to help students prepare for their Regents examinations in both January and June 2014.

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

1. School Wide Inquiry Team- (Priority/ Focus Funds) Teacher PS rate x 5 teachers x 26 Sessions x 2 hours each session. PS Guidance Counselor rate x 1 x 26 Sessions x 2 hours each session.
2. Department Inquiry Team: (Priority/ Focus Funds) Teacher PS rate x 10 teachers x 6 Sessions x 1 hours each session.
3. Literacy Team: (Priority/ Focus Funds) Supervisor PS rate x 1 supervisor x 20 sessions x 1 hour each session. Teacher PS rate x 10 teachers x 15 sessions x 1 hour each session.
4. Priority/ Focus Funds to provide Enrichment Clubs for students (COSA, Seniors etc.) PS Teacher rate x 5 Teachers x 10 sessions x 1 hour each session.
5. Priority/Focus Funds to offer Saturday Academy for 10th Grade- PS Supervisor rate x 1 supervisor x 35 sessions x 4 hours each session. PS Teacher rate x 5 teachers x 4 hours each session.
6. Priority/Focus Funds: Barnes Regents 2000 units Review textbooks by subject for Saturday School.
7. Saturday Regent Tutoring (Priority/Focus Funds) – PS Teacher rate x 2 teachers x 37 sessions x 4 hours each session. Make-up Labs- PS Lab Specialist x 1 Lab Specialist x 31 sessions x 4 hours each session.
8. Priority/Focus Funds: Professional Development and coverage Per Diem rate coverage for 483 periods.
9. Priority / Focus Funds: Equipment General-11- Computers to support the Read180 program
10. Priority/ Focus Funds Data/ Testing Coordinator- PS Teacher rate x 2 Teachers x 29 sessions x 2 hours each session.
11. Priority Funds/ Focus Funds: Equipment - 2-ATS Scanners to support Data/ Testing and Attendance, 31 IPADs to support iLit Program for ISS and ELL students.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	X	PF CTE	X	PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue the development of curriculum maps so instruction is engaging and challenging to all students including English language learners and students with disabilities and promotes postsecondary readiness.

Review Type: Quality Review	Year: 2012-2013	Page Number: 5	HEDI Rating: D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to develop school-wide literacy, our literacy learning teams will develop and implement a comprehensive set of action plans, as evidenced by SFO's, agendas, and student work.

Instructional Strategies/Activities

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

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

1. A Math coach will be meeting with teachers bi-weekly to provide professional development on common core.
2. Algebra teachers will be using the Engage NY common core curriculum to ensure their lessons are rigorous and aligned.
3. Teachers will receive professional development on the Danielson framework to strengthen areas of weakness, particularly domains 2 and 3.
4. Use of Danielson 2013 rubric to communicate criteria for effective teaching to all teachers
5. Frequent classroom visits, as recommended by Kim Marshall and Danielson Group
6. Teachers meet on a weekly basis to put together curriculum maps, pacing calendars, interim assessments, performance tasks to ensure the department is coherent.
7. Performance tasks are being developed and given for each subject
8. Teaching to the "big picture" (conceptual learning and skills-based learning) by Grant Wiggins and Jay McTighe, Understanding by Design
9. Data will be reviewed to determine programs and strategies to meet students' needs.
10. Small group Instruction will be implemented for all students, especially "At-Risk" learners.
11. Articulate and communicate criteria for effective teaching to all teachers.
12. Effective use of "Backwards design"
13. The data specialist will provide the Assistant Principal with decile rankings and item analysis which will then be shared with the teachers.
14. Teachers of repeater seniors will mentor 15 potential graduating seniors needing assistance for Regents exam preparation and instructional support.
15. During common planning time teachers will assess student data and discuss best practices to develop actions plans that support student needs
16. Teachers will work together in inquiry groups to develop several units of study based on the Common Core Learning Standards.
17. Teachers will "norm" grading on common rubrics that will inform their discussions in inquiry and determine decisions pertaining to instructional strategies and activities.
18. Extensive use of Scholarship Reports and Datacation during inquiry Team meetings.
19. 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.
20. All Integrated Algebra classes will require a writing component in line with the Common Core Learning Standards.
21. Teachers will set instructional outcomes that represent high expectation and rigor by using the Norman's Depth of Knowledge chart.
22. Weekly Professional Development "Inquiry Groups" with Assistant Principals, as well as monthly Faculty Seminars with the Principal
23. Observations that use criteria established by The Danielson Group, RBT (Research for Better Teaching), and EEI (Essential Elements of Instruction).
24. PD from Deb Reed of RBT to effectively use RBT tenets, and Dr. Shelley Aronson of The Danielson Group to improve and refine our use of the Danielson-based APPR.
25. Frequent feedback to teachers

26. Student Progress
27. All student subgroups will be considered when developing curriculum with access for all subgroups Student Progress s
28. Teachers will develop outcomes that represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
29. Teachers will administer 4 interim assessments for the year in addition to the weekly and/or biweekly tests/quizzes to determine students weaknesses and develop action plans to support them 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
30. Cornell Note-taking skills; teachers will have at least 10 hours of Professional Development to support rigorous instruction that is aligned to the Common Core.

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

1. Principal
2. Assistant Principals
3. Teachers
4. Students
5. Network Support
6. ESL and ISS Teachers, including Push-In Teachers
7. Literacy materials- such as SRI, Read 180, System 44, Castle Learning, SRI Assessment, etc.
8. Columbia University for literacy
9. Guidance Counselors
10. Outside Providers

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

1. A target of 50% of planned lessons for English, Math, Social Studies, and the Sciences, will feature Common Core aligned 'Aims' and 'Objectives'
2. The quarterly Interim Assessments will be given throughout the year commencing in October 2013 and then in subsequent quarters of the 2013-2014 school year to help students prepare for their Regents examinations in both January and June 2014.
3. Frequent classroom observations.
4. Scholarship reports
5. Item analysis of interim assessments with action plans following to make sure the needs of all students are being met.
6. Teachers moving forward in the Danielson rubric

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

- June 2014

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

1. Priority/Focus Funds: Science Curriculum Map- PS Supervisor rate x 1 supervisor x 30 sessions x 1 hour each session. PS Teacher rate x 3 teachers x 30 sessions x 1 hour each session.
2. Priority/ Focus Funds: English and Social Studies Curriculum Map- PS supervisor rate x 1 supervisor x 30 sessions x 2 hours each session. PS Teacher rate x 2 Teachers x 30 sessions x 1 hour each session.
3. Priority/ Focus Funds: Math Curriculum Map- PS Supervisor rate x 1 supervisor x 20 sessions x 1 hour each session. PS Teacher rate x 7 teachers x 20 sessions x 1 hour each session. Computer Programming Curriculum- PS Supervisor rate x 1 Supervisor x 30 sessions x 1 hour each session. PS Teacher rate x 3 Teachers x 1 hour each session.
4. Department Inquiry Team: (Priority/ Focus Funds) Teacher PS rate x 10 teachers x 6 Sessions x 1 hours each session.
5. Saturday Regent Tutoring (Priority/Focus Funds) – PS Teacher rate x 2 teachers x 37 sessions x 4 hours each session. Make-up Labs- PS Lab Specialist x 1 Lab Specialist x 31 sessions x 4 hours each session.
6. Priority/ Focus Funds: Literacy Coach through Teachers College for student reading intervention and Library resource.

7. Priority/ Focus Funds: Educational Software Castle Learning with a focus on English, Math and Science and Resiliency Software for ISS and ELL students.
8. School Wide Inquiry Team- (Priority/ Focus Funds) Teacher PS rate x 5 teachers x 26 Sessions x 2 hours each session, PS Guidance Counselor rate x 1 x 26 Sessions x 2 hours each session. PS Guidance Counselor rate x 1 x 26 Sessions x 2 hours each session.
9. Priority/ Focus Funds Data/ Testing Coordinator- PS Teacher rate x 2 Teachers x 29 sessions x 2 hours each session.
10. Priority Funds: Equipment - 2-ATS Scanners to support Data/ Testing and Attendance, 31 IPADs to support ILit Program for ISS and ELL students.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS	X	PF CTE		PF College & Career Readiness	X	PF Common Core				
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs					PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Continue to develop consistent classroom practices across all content areas so that student learning needs are supported and they are able to engage in rigorous tasks that promote higher order thinking and mastery of content and skills.											
Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	D				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.											
X	4.2 Instructional practices and strategies					4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture					4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, in order to increase achievement in ELA across all grades, there will be a 5% increase in ELA Performance Assessments, as evidenced in STARS.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
<ol style="list-style-type: none"> 1. Algebra teachers will modify the Engage NY common core curriculum to meet the needs of all students including ELL's and SWD's 2. Performance tasks are being developed and given in each subject 3. Teachers developed a pacing calendar to ensure all classrooms are coherent. 4. Tutoring is being offered before during and after school, as well as on Saturday. 5. Teachers are doing item analysis on interim assessments and previous Regents exams to determine where students strengths and weaknesses are 6. The 2013/2014 curriculum will be developed following the Common Core Learning Standards 											

7. Weekly Professional Development "Inquiry Groups" with Assistant Principals, as well as Faculty Seminars with the Principal
8. Teaching to the "big picture" (conceptual learning and skills-based learning) by Grant Wiggins and Jay McTighe, Understanding by Design
9. Teachers will review and assess student data to determine their academic needs and develop data-based action plans to support them.
10. Implement Small group Instruction for all students, especially "At-Risk" learners.
11. Articulate and communicate criteria for effective teaching to all teachers.
12. Identify and provide professional development for struggling teachers
13. Effective use of "Backwards design"
14. Note-taking skills
15. To encourage academic improvement, teachers will prepare a yearly intervention log for students within the lowest third population.
16. Teachers of repeater seniors will mentor 15 potential graduating seniors needing assistance for Regents exam preparation and instructional support.
17. 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.
18. During common planning time teachers will assess student data and discuss best practices to develop actions plans that support student needs
19. Teachers will work together in inquiry groups to develop several units of study based on the Common Core Learning Standards.
20. All Math lessons will require a writing component, in line with the CCLS.
21. Frequent classroom visits, as recommended by Kim Marshall and Danielson Group.
22. Frequent feedback to teachers
23. Strategically develop interim assessments based on implementation of the curriculum.
24. Teachers will "norm" grading on common rubrics that will inform their discussions in inquiry and determine decisions pertaining to instructional strategies and activities.
25. Extensive use of Scholarship Reports and Datacation to examine school-wide, departmental, as well as individual teacher data.
26. 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.
27. Observations that use criteria established by The Danielson Group, RBT (Research for Better Teaching), and EEI (Essential Elements of Instruction).
28. PD from Deb Reed of RBT to effectively use RBT tenets, and Dr. Shelley Aronson of The Danielson Group to improve and refine our use of the Danielson-based APPR.

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

1. Principal
2. Assistant Principals
3. Teachers
4. Guidance Counselors
5. Network Support
6. ESL and ISS Teachers including Push-In Teachers
7. Literacy materials- such as SRI, Read 180, System 44, Castle Learning, Resiliency Software

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

1. The quarterly Interim Assessments will be given throughout the year commencing in October 2013 and then in subsequent quarters of the 2013-2014 school year to help students prepare for their Regents examinations in both January and June 2014.
2. Scholarship reports.
3. Frequent classroom visits.
4. By January 2014, there will be a 2% improvement in the passing rate on mock Regents Examinations for both Social Studies and Science Regents examinations compared with June 2013 results, for students taking the exam for their first time. By June 2014, the passing rate for Integrated Algebra and ELA Regents exams will

increase compared with June 2013 results by increasing the passing rate by 2% on mock Regents Examinations for students taking the exam for the first time.

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

- June 2014

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

1. Student Progress- Priority/ Focus Funds: Educational Software- Castle Learning focus on English, Math and Science and Resiliency Software for ISS and ELL students.
2. Department Inquiry Team: (Priority/ Focus Funds) Teacher PS rate x 10 teachers x 6 Sessions x 1 hours each session.
3. Priority/ Focus Funds: English and Social Studies Curriculum Map- PS supervisor rate x 1 supervisor x 30 sessions x 2 hours each session. PS Teacher rate x 2 Teachers x 30 sessions x 1 hour each session.
4. Priority/Focus Funds to offer Saturday Academy for 10th Grade- PS Supervisor rate x 1 supervisor x 35 sessions x 4 hours each session. PS Teacher rate x 5 teachers x 35 sessions x 3 hours each session.
5. School Wide Inquiry Team- (Priority/ Focus Funds) Teacher PS rate x 5 teachers x 26 Sessions x 2 hours each session, PS Guidance Counselor rate x 1 x 26 Sessions x 2 hours each session. PS Guidance Counselor rate x 1 x 26 Sessions x 2 hours each session.
6. Priority/ Focus Funds : Literacy Coach through Teachers College for student reading intervention and Library resource.
7. Priority / Focus Funds: ISS Collaboration (Inquiry and Curriculum Development) PS-Supervisor rate x 1 supervisor x 25 sessions x 2 hours each. PS Teacher rate x 15 Teachers x 20 sessions x 1 hour each session. PS School Psychologist rate x 1 School Psychologist x 25 sessions x 2 hours each session. PS Social Worker rate x 1- Social Worker x 25 sessions x 2 hours each session. PS Para rate x 8 para's x 10 sessions x 1 hour per session.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	X	PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school leader has developed a nurturing environment that fosters high expectations with well-coordinated supports to promote a culture of learning and mutual respect and accountability for all students and adults

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in an effort to improve school-wide respect and discipline, there will be a 3% increase in the Learning Environment Survey in Communication and Safety.

Instructional Strategies/Activities

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

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

1. All Administrative Team members will assemble during entry to meet and greet students entering the building.
2. To increase administrative presence, administrators will assist for one period in cafeteria to promote building wide discipline and positive self-image.
3. Utilize the Guidance Department to reduce Principal Suspensions by using conflict resolution and mediation guidance conferences. Guidance will also articulate with Deans to facilitate all post suspension conferences.
4. Monthly Faculty Seminars with teachers
5. Monthly data analysis of 'OORS' to determine trends or patterns in the building.
6. ACE Program with Central Queens Y concentrating on our freshman cohort.
7. The school website will be continually updated with pertinent information such as upcoming events, guidance information, tutoring schedules, college information, where to seek extra help, and a list of email addresses for pedagogical staff to open lines of communication.
8. Conduct Freshmen Evening Seminar, Open House, College Fair, Student assemblies and Career Week to increase communication for students and teachers.
9. Visitations and presentations to District 26 Middle Schools along with other high schools to improve Van Buren High school's visibility and image in the community, having Van Buren be the site for local Civic Association Meetings
10. Conduct District-wide Open Houses for Guidance Counselors and Parent Coordinators with the Junior High Schools of Districts 26, 27, 28 and 29, to increase communication throughout the community.
11. Grant Funding used for the ACE Program for additional assessment and guidance of targeted population.
12. The school website will be continually updated with pertinent information such as upcoming events, guidance information, tutoring schedules, college information, where to seek extra help, and a list of email addresses for pedagogical staff to open lines of communication.
13. Increase communication between students, staff, parents and guardians through an increase of professional development in the use of Datacation.
14. Pupil Path calendar being updated for students and parents and guardians with dates of Regents Week, end of marking periods, report card distributions, etc.
15. Classroom presentations by Guidance Counselors and Youth Development Counselor focusing on the topics of Culture, Respect for All, Bullying and Graduation Requirements.
16. Incorporate the 'Speak Up for Your Community' initiative; a program designed to specifically combat the destructive "Don't Snitch" street message. The goal is to encourage students to see themselves as part of the community and speak out against crime and violence by using their artistic tale to capture the slogan "Don't Snitch". Participants will receive a certificate of Appreciation from the Queen's District Attorney's Office.
17. Writing additional Grants- Resolution A Grant and Capital Budget Grant for Technology throughout the building, Community message board, Library renovation, and Tennis Court renovation.
19. City Wide Instructional Expectations PD to bring lecturers into our building during the Chancellor's Mandated Professional Development days and to 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.

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

1. Principal
2. Assistant Principals Supervision & Administration
3. Teachers

4. Behavioral Specialist
5. Social Worker
6. Guidance Counselors
7. Parent Coordinator
8. ACE Counselors

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

1. All safety and security, as well as guidance staff will take part in team building exercises during our faculty seminars.
2. Develop and implement Teacher Surveys to build on communication in individual teacher needs.
3. School-wide assemblies held for all cohorts that discuss school rules, discipline codes, proper code of conduct, and graduation requirements.
4. Classroom presentations by Guidance Counselors and Youth Development Counselor focusing on the topics of Culture, Respect for All, Bullying and Graduation Requirements.
5. Homecoming as an annual event

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

September – June 2014

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

1. Priority/ Focus Funds to provide Enrichment Clubs for students (COSA, Seniors etc.) PS Teacher rate x 5 Teachers x 10 sessions x 1 hour each session.
2. Priority/ Focus Funds to provide Guidance Parent Involvement: Saturday Parent Data Workshops-PS Supervisor rate x 1- Supervisor x 15 sessions x 3 hours per session. PS Guidance Counselor rate x 7 Guidance Counselors x 15 sessions x 3 hours per session.
3. School Wide Inquiry Team- (Priority/ Focus Funds) Teacher PS rate x 5 teachers x 26 Sessions x 2 hours each session, PS Guidance Counselor rate x 1 x 26 Sessions x 2 hours each session. PS Guidance Counselor rate x 1 x 26 Sessions x 2 hours each session.
4. Priority/ Focus Funds: Behavioral Program PS Supervisor rate x 1 Supervisor x 25 sessions x 2 hours each session. PS Teacher rate x 1 teacher x 25 sessions x 2 hours each.
5. Priority/ Focus Funds: Save Room PS Teacher x 1 Teacher x 65 sessions x 2 hours each session.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School leader has made strategic decisions utilizing resources, financial and human capacity in order to support the school's instructional goals and strengthen student achievement.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	E
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, in order to enhance community engagement, there will be a 10% increase at PTA Meetings and Parent Workshops as evidenced by sign-in sheets and agendas.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Teachers will use Pupil Path to keep parents informed of student progress.
2. Teachers will frequently call homes or send letters to keep parents informed of student progress.
3. Teachers will utilize Datacation to post grades and anecdotal information to share with parents, students and staff.
4. Offer extracurricular activities that encourage student and family engagement
5. Promote special events, i.e. sports and leaders events, winter and spring festivals, Career Week, Parent seminars, field trips, internships, college partnerships, that connect the school to the community.
6. Present information to parents during PTA and SLT meetings
7. The Business department will support the students in their Ed. Op. program through teacher intervention and curriculum that includes college and career preparedness.
8. Continuously update the school website to keep students and parents informed of upcoming events and important information.
9. Utilize School Messenger to inform parents of important information
10. Offer workshops to help parents understand school data
11. Increase community of awareness of upcoming events by purchasing a new Message Board that has both school and community events indicated.
12. Develop a committee for engagement
13. Increasing our parent engagement initiative with our sub-group population for our ELL by creating a "Know Your Rights" parent committee to establish a clear set of expectations between parent and student, and student and school.
14. Continue growth of Pupil Path & ARIS
15. To increase Parent Outreach of school expectations by sending 6 promotion in doubt /graduation at risk letters after every school report card.
16. Expanding our school messenger in using various languages such as Urdu, Arabic and Creole.
17. Expanded QBCC Partnership to include Parent Workshops and program to earn college credits.
18. Expanded Monroe College Partnership to include a Jump Start Program for students and parents to earn free college credit.
19. Increased parent Engagement by having a Guidance Counselor available on Saturdays for academic conferences.
20. Increased parental involvement in extra-curricular events at our school, i.e. Auction Carnival, Open House, etc.
21. Increased workshops available for parents/guardians for our College Readiness Initiative:
 - i. Financial Aid Night
 - ii. College Fair
 - iii. Career Week
22. Graduation At Risk Seminar will be scheduled on a Saturday to meet with a counselor for all seniors who are in the bottom and middle 1/3, who failed at least 1 class in marking period 2.
23. Designed the 1st Parent/Guardian/Student Handbook to familiarize and establish coherent expectations.

24. Increased partnerships with QBCC that offers a free Saturday Program, "Project Prize," to build academic knowledge as well as the "Pathways to Nursing" Program which is a 3 year nursing programs offered to our 10th, 11th and 12th grade students.

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

1. Principal
2. Assistant Principal
3. Parent Coordinator
4. Teachers
5. Guidance Counselors
6. PTA and SLT
7. College Now partners
8. CBO's
9. Career Week business partners

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

1. More teachers using Pupil Path.
2. More students and parents using Pupil Path.
3. Teachers using a log to keep track of parent contact.
4. Increased amounts of family participation at events
5. Increase numbers of students visiting colleges, museums, and shows through class trips
6. Student Progress/involvement

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

- June 2014

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

1. Priority / Focus Funds: ISS Collaboration (Inquiry and Curriculum Development) PS-Supervisor rate x 1 supervisor x 25 sessions x 2 hours each. PS Teacher rate x 15 Teachers x 20 sessions x 1 hour each session. PS School Psychologist rate x 1 School Psychologist x 25 sessions x 2 hours each session. PS Social Worker rate x 1-Social Worker x 25 sessions x 2 hours each session. PS Para rate x 8 para's x 10 sessions x 1 hour per session.
2. Priority/ Focus Funds- Resiliency Parent Workshop for ELL and ISS parents.
3. Priority/ Focus Funds-Guidance Intervention/Parent Involvement for postage- Data mailed out every semester to parents of students who failed 1 or more class.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, an increase of 2% will be demonstrated for cohorts 2017, 2016 and 2015 of the 10+ credit benchmark in the progress report

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. To meet the goal of a 60% graduation rate for AYP, we will establish Saturday School for 10th and 11th graders and PM school for seniors.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. tenured satisfactory teachers
2. guidance counselors
3. deans
4. administrators

C. Identify the target population to be served by the ELT program.

1. Cohorts 2017, 2016, 2015 and 2014.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded		Grants		In Kind		

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

Priority Funds

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Queensborough Community College:

- 21st Century Program & Summer Day Camp Program
- Project Prize Program
- Pathways to Nursing

Monroe College:

- Jumpstart Program

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Through our partnership with QBCC, 3 programs are offered:

- 21st Century Program & Summer Day Camp Program is a free program that allows students to earn college and high school credit to assist in meeting the goal of the 60% graduation rate to meet the AYP standard.
- Project Prize Program provides free workshops in English, Math, Science, Engineering and recreational & Cultural Enrichment as well as support services in mentoring, personal & academic counseling, test prep, college tours, college & career prep, service learning & tutoring, and community service & field trips.
- Pathways to Nursing Program is a free 3 year program where students speak with registered nurses about the many

different specialties in nursing, take math and biology credit bearing courses at QBCC to help prepare them for the nursing program, learn valuable health care related skills in their virtual hospital, and receive peer education and mentorship, as well as tutoring.

Through our partnership with Monroe College, the following program is offered:

- Jumpstart Program is a free opportunity for high school seniors to earn 3 college credits for each class successfully completed, while still in high school. Classes run once per week during the fall and winter semesters and students must adhere to the college attendance policy and completed required exams and assignments to earn a grade and be awarded college credit. Official transcripts are provided by Monroe College once the credits have been awarded. In addition, students may be eligible for scholarships and grants upon acceptance and commitment to Monroe College

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The Saturday School Academy and Targeted PM school will allow students to make up the seat time and will earn a credit they have missed. Students will have opportunities to work on mock Regents Exams to prepare for the respective upcoming Regents. Students will be required to fulfill the 54 hours of instruction needed to earn a credit as per the Academic Policy.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

An Item Analysis will be reviewed for our Regents Exams to determine common threads of missed opportunities. As part of the course, regents prep will be built in to better prepare our students for the retaking of upcoming regents exams. This in turn will give our students the confidence, the skill sets and the stamina to be successful in High School, College and life beyond.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The program will prepare students in the areas that they were deficient in the respective Regents Examination.

D. Are the additional hours mandatory or voluntary?	X	Mandatory		Voluntary
--	----------	------------------	--	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The Saturday and PM School Expanded learning time programs are designed to meet the needs of the students to pass the course they failed and to prepare for the Regents Exams. This will be done by assessing the Item Analysis of previous Regents Exams to determine the areas of improvement.

G. Are you using an ELT provider procured using the MTAC process?	X	Yes		No
--	----------	------------	--	-----------

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We will evaluate by the percentage of passed courses and the percentage of those passing the scheduled January and June Regents Exams.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	iLit, Systems 44, Achieve 3000 and Castle Learning computer programs were purchased to underpin challenged high school students that read two-three years below grade level.	Small group Instruction, and one to one sessions during tutoring sessions	During the school day, and Saturday school
Mathematics	Achieve 3000, to underpin challenged high school students with computations and other mathematical concepts.	Small group Instruction and one to one sessions	During the school day, tutoring periods and Saturday school
Science	Castle Learning, to underpin challenged high school student's comprehension scientific concepts	Small group Instruction and one to one sessions	During the school day, tutoring periods and Saturday school
Social Studies	Castle Learning, to underpin challenged high school students with limited reading and writing skills required to perform on state and local formative assessments	Small group Instruction and one to one sessions	During the school day, tutoring periods and Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Resiliency Success Pathways to support the social and emotional needs of SWD's and ELL through two content areas. Full time clinical Social Work provides individual and group intervention for students in crisis	Small group Instruction and one to one sessions	During the course of the school day in the English and History classes.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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 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. This information will be maintained by the school.

To increase and improve parent involvement and school quality, our school will:

- engage parents in discussion and decisions regarding priority funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the priority 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, and the Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family events/activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and the Parent-Teacher Association
- supporting or hosting family events;
- encouraging more parents to become volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing updated web information designed to keep parents informed about school activities;
- 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;
- arranging additional meetings at other flexible times, e.g., morning, evening 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 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;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the priority 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;
- 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 promptly 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., 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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

District 26	Borough Queens	School Number 435
School Name Martin Van Buren High School		

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

Principal Mr. Sam Sochet	Assistant Principal Mr. Rajesh Chattoo
Coach	Coach
ESL Teacher Mrs. Axelrud	Guidance Counselor Ms. Giourgas
Teacher/Subject Area Ms. Recinos ESL teacher	Parent Mr. Latchman Persaud
Teacher/Subject Area	Parent Coordinator Mr. Chew
Related Service Provider Mrs. McNally ESL Coordinator	Other Mrs. Fluery Data Coordinator
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
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Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2113	Total number of ELLs	252	ELLs as share of total student population (%)	11.93%
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Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

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

This

school

offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										18	18	18	18	72
Push-In										5	5	5	5	20
Total	0	23	23	23	23	92								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	252	Newcomers (ELLs receiving service 0-3 years)	179	ELL Students with Disabilities	17
SIFE	21	ELLs receiving service 4-6 years	45	Long-Term (completed 6+ years)	28

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	179	6	2	45	10	7	28	5	8	252
Total	179	6	2	45	10	7	28	5	8	252

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	16	19	6	61
Chinese														0
Russian														0
Bengali										14	16	8	6	44
Urdu										3	5	5	5	18
Arabic										8	0	2	2	12
Haitian										23	13	17	8	61
French										2	0	2	2	6
Korean														0
Punjabi										5	6	8	3	22
Polish														0
Albanian														0
Other										10	7	7	4	28
TOTAL	0	85	63	68	36	252								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										33	10	6	1	50
Intermediate(I)										28	35	27	21	111
Advanced (A)										23	32	16	20	91
Total	0	84	77	49	42	252								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B										19	2	5	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	I										13	18	16	11
	A										20	11	18	18
	P										6	4	18	10
READING/ WRITING	B										19	2	5	0
	I										13	18	16	11
	A										20	11	18	18
	P										6	4	18	10

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	116		7	
Integrated Algebra	195		49	
Geometry	27		7	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry	14		1	
Earth Science	18		1	
Living Environment	118		12	
Physics				
Global History and Geography	148		18	
US History and Government	98		14	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use NYSESLAT, LAB-R, New York State ELA and Math scores to assess early literacy skills of our ELLs. Most often, the data provides us with the insight of knowing that our students need additional assistance in ELA, specifically in reading and writing.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? The patterns for the NYSESLAT show that most students achieve higher scores on the listening and speaking, and lower scores in reading and writing. The results cause many students to continue to stay on the same level and not achieve English language proficiency. The LAB-R scores vary on grade level, as well as which areas students need the most help in. Quite often we see our beginner level of students being in a 9th grade level. Modality levels for each sub level are inconclusive due to lack of information on ATS and incomplete RNMR report.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After reviewing the NYSELAT modalities, staff members review the scores to see which student's achieved a higher level of ESL from the previous year, and which students stayed on level or went down. Teachers adjust their classroom lessons and teaching styles to meet the needs of students on that level.

- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. After reviewing regents scores, it is noted that all students passed native language regents and the highest passing percentages was for Integrated Algebra. For remaining regents Earth Science, English, Global History, Living Environment and U.S. History students had a low passing percentage. In viewing previous data it has consistently shown that ELLs do well on Algebra. Most often this is due to their limited language skills in English which affects the writing components on the remaining regents exams. Saturday tutoring is given to ELLs to increase their content knowledge for those challenging regents. Students use dictionaries and glossaries as support while learning content.

B. ELL Periodic Assessments are being used in order to modify lessons and focus on students greatest problem areas in particular reading and writing.

C. The school is able to view our ELLs greatest challenges and work on those areas in order for ELLs to achieve English language proficiency. Additional tutoring is provided on Saturdays.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Data taken from Regents exams as well as NYSELAT exams enables our school to provide services in areas of need. In particular, reading and writing. Aligning the ESL class as well as the content class with the Common Core Standards, teachers work on literacy skills through content instruction. In addition, writing components are implemented, and practiced on a daily basis. In addition, periodic assessments are used to determine student's achievement and growth. Teachers than modify and differentiate instruction to work on challenging areas.

6. How do you make sure that a child's second language development is considered in instructional decisions? Lesson plans prepared by ESL teachers as well as content teachers are written along with the ESL State Standards incorporating all four modalities of listening, speaking, reading and writing.

7. For dual language programs, answer the following:

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

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.). Success of our ELLs is evaluated by looking at the NYSELAT scores and where progression has been accomplished, and which areas need additional assistance. In addition, we review the results of our regents scores and analyze which regents our students did their best, and which are their greatest challenges.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

We use the HLIS to identify ELL students. The BESIS/ELL Coordinator conducts an oral interview of the parents and child. If parents indicate other than English in Part I and II and Part V and VII of the HLIS form or Coordinator believes that the student may need additional ESL services, then a LAB-R is administered. Whenever needed, translation services are provided by in house staff (e.g. secretary, para professional, school aide) to conduct interview and interpret all formalities of the HLIS process to the parent and child.

HLIS forms are provided to parents in home languages or English based on parent or guardian request. Students are then administered LAB-R or Spanish Lab. The LAB-R is administered by Mrs. McNally the ESL Coordinator, and the Spanish LAB is administered by Ms. Recinos ESL/Spanish teacher. The tests are then hand scored by the Coordinator. For students who are transferring from another New York State school, the school is contacted for NYSESLAT test results from the most recent exam.

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.
Parents are given the program selection form. Parents view the DOE ELL parent video, in their language of choice. Once the video is over, the Coordinator reviews the Program Selection form and asks the parents if there are any questions. At this time it is also explained to parents that we presently have ELL programs only, however based on the responses back from surveys, there is a possibility that additional programs may be implemented. Parents are given forms, and at this time a choice is written on the form. Forms are collected during intake.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
During the intake process, Parent Survey, Program Selection form, and entitlement letters are given to parents, signed and collected. The original copies are placed with the student's records. A copy of all forms are then placed in a separate file and retained by the ESL Coordinator. This process has been quite successful in making sure forms are completed and retained for school records.
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.
In order to provide students with the appropriate number of minutes for ESL instruction, immediately after scoring the LAB-R, the students are placed into beginner, intermediate or advanced. Parents and students are given results, and an explanation as to what the results mean. Then, students are placed into the appropriate number of ESL classes needed to meet New York State ESL requirements. In addition, students at the beginner and intermediate level are placed into self contained content classes. In order for a high school to open a bilingual program, there must be 20 or more students of the same home language and on the same grade level whose parents have requested a bilingual program. In the case where a parent adamantly wants the TBE program, and the school does not have the sufficient numbers to open the program, the school should send the request to ELLProgramTransfers@schools.nyc.gov
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In order for the NYSESLAT to be administered in the appropriate manor, a program is set up in advance. Students are administered the Speaking component in an isolated area of the school library by an ESL teacher other than their own. The environment is quiet and free of any disturbance in order to ensure that students can hear questions spoken by the teacher. For the remaining parts of the exam listening, reading and writing, dates and class periods are pre-arranged in order to ensure that all ELLs are administered the same part of the exam on the same day. In addition, specific dates and times are set up to allow students who were absent on the original testing day to take the test.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If

no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey and Program Selection forms, it is quite evident that almost all parents prefer ESL services only. In speaking with parents, many feel that a bilingual program or dual language program hinders their child's ability to learn the English language. Program models offered at our school are aligned with the parent's request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A. Our classes are self-contained. Students attend three periods of beginner, two periods of intermediate and one period of advanced, and are placed in the appropriate level based on LAB-R or NYSESLAT scores.
 - B. Ungraded model, students regardless of grade, are placed in their ESL class based on NYSESLAT and LAB-R score.
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)?

Annual programming is set up by the ESL Coordinator as well as the Programming Coordinator. After reading the NYSESLAT scores, students are placed in their appropriate levels based on test results. Beginner students receive 3 periods daily equal to or greater than 540 minutes per week, intermediate students receive 2 periods daily equal to or greater than 360 minutes per week, and advanced students receive 1 daily equal to or greater than 180 minutes per week. All new students are placed into appropriate levels based on LAB-R results with the same amount of classes and minutes listed above. Once classes have begun, the ESL Coordinator reviews programs to ensure that students are receiving the mandated minutes bases on their NYSELAT or LAB-R scores.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

For the content areas such as math, social studies, ELA and science, teachers use grouping, scaffolding, hands on materials and manipulatives whenever possible. Teachers use internet sources and smart boards. Teachers in all subject areas use English, word to word and bilingual dictionaries for resources. Each subject is presented in English. Collaboration among content teachers and ESL teachers is frequent, and through discussions appropriate methods are used to ensure the best teaching practices for our ESL population. ESL and Common Core standards are used when preparing and presenting lessons.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We presently offer ESL classes, with no native language evaluation or testing.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the school year, interim assessment is given in all ESL classes. The assessment exams are aligned with the same four modalities as the NYSESLAT, listening, speaking, reading and writing. Once the data has been reviewed, each teacher incorporates into his or her classroom, lessons which will assist the students in improving any or all modalities. Most often we find that the beginner and intermediate level students need consistent practice in all four modalities, while our advanced students mostly need additional assistance in the reading and writing.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students receive the same amount of mandated minutes as all other ELLs. SIFE students tend to be mixed among the general population of ELLs. ESL teachers note who their SIFE students are. During meetings with ESL staff members, the needs of our SIFE students are addressed. Preplanned lessons incorporate small group instruction, whenever possible, and one on one instruction by the ESL teacher.

b. Our newcomers generally tend to be in a beginner level. All newcomers are given the opportunity for tutoring, and small group instruction. Tutoring is offered during school hours, as well as on Saturdays. Although offered, it has been noted that new students, especially in their first year are challenged in all areas and tutoring services offer additional assistance.

c. Students receiving 4–6 years of service are also offered tutoring during school hours, as well as on Saturdays.

d. Our long term ELLs receive the same accommodations as those with less years of service. Once again, tutoring is provided to support English language learning as well as preparation for upcoming regents exams.

e. Former ELLs are given testing accommodations for up to two years for all regents exams. Also, teachers note that a student is a former ELL by viewing their ARIS records. Most often, teachers will address the needs of a former ELL by providing bilingual dictionaries and glossaries in their content classes.

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

ESL teachers provide the students with materials that are on grade level, as well as below grade level. It has been noted that grade level material can be extremely challenging for the ELL–SWDs. Resources such as handouts, smart boards, and lower grade level books have been productive in teaching the student’s material for the high school level. For example, an ESL–SWD student learning Global Studies may read a handout about a particular topic, however the handout may be from a lower grade level. The information is usually in basic English and vocabulary is easier to understand.

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

Students who are ELL–SWDs are now in small group instruction for their ESL self contained class. The teacher is certified in both Special Education and ESL. The curriculum is set up to meet both the ESL Standards as well as Special Education Standards. Lessons prepared by the teacher incorporate all four modalities of the NYSELAT. The Special Ed teacher meets weeks for PD with ESL teachers for collaboration.

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

Language(s) of

Class/Content Area

Language(s) of

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

Area	Instruction			Instruction
Native Language				
Arts:				
Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Students who are in a beginner and intermediate level of ESL are placed into self contained ESL content classes. This has shown to be effective due to several different reasons. First, the content teachers frequently meet with the ESL teachers to discuss their lessons and how to modify lessons for their ELLs. In addition, teachers are provided through discussion and note taking information about their students. For example, what ESL level the student is, how long the student has been in the country, what are the student's greatest strengths and weaknesses, and what resources can be used to prepare lessons based on Common Core Standards, and differentiate instruction to meet the needs of the ELLs. Also, content teachers prepare students for the regents exams. Tutoring is offered on Saturdays for ESL in all levels for preparation of regents exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ELL program provides the required minutes mandated by New York State for ESL services. Students are programmed into the appropriate level based on LAB-R scores and NYSESLAT scores. However, at times based on teacher recommendation, student request and other observations, students are given an additional ESL class if needed. Classes are structured and lessons are pre-planned to accommodate the ESL level of the students. Beginner level classes use visual aides, smart boards, small class instruction. Intermediate level offers the same, however the work is more challenging. For our advanced students, the students do more independent reading and essay writing. This has shown to be very effective in preparation for writing components on State exams. Other intervention includes guidance counselors, Assistant Principals and parents. Parents are notified by guidance about the additional services and then records are kept on file by counselors.
11. What new programs or improvements will be considered for the upcoming school year?
- Presently, our ELLs are given a World Geography elective class. This class supports the information and preparation for student taking the Global Regents exams. In addition, our new students with disabilities are now in a self-contained ESL teacher, with instruction being given by a dual certified Special Ed-ESL teacher.
12. What programs/services for ELLs will be discontinued and why?
- Achieve 3000 was discontinued. We did not find that it helped our ELL students improve in the modalities of writing and speaking. In addition, students lost interest very quickly. Many beginner level ELLs felt over challenged by the reading materials and were unable to answer questions. At the moment, our School Based Literacy team is discussing how to support the literacy skills of our ELLs and what changes will be made.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Ells are offered the opportunity to join any club offered in our school. In addition, we now have cultural clubs like the Desi and Haitian Clubs. Annually we hold an international festival, where most participants tend to be from our ELL population. The festival welcomes students to express their culture through

dance, music and food. All clubs accept students so long as they adhere to school rules. Sports programs like cricket and soccer have shown to take interest in our ELL population, due to their native like equivalency. Again, all sports programs welcome our ELL population.

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

Instructional materials used are textbooks, workbooks and handouts. In addition, in classrooms where ELLs are being taught, smart boards have been placed. The use of the smartboard has been shown to be very effective. Staff is able to show pictures, video clips, play games (e.g. jeopardy), to support the instruction given in the class

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

In order to support student's native language during instruction, ESL classroom and self-contained ESL classrooms have bilingual and word to word dictionaries. In addition, glossaries written by the New York State Assessment office used during regents, are now being used in classrooms to support student's native language.

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

Our ELLs are grouped under one class code. Guidance services are provided by grade level. Students meet with guidance at the beginning of the school year. Guidance provides information to the students and their parents regarding programming, graduation requirements and ESL mandated services. The student is with the same counselor throughout their high school education.

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

At the beginning of the school year, 9th graders are provided with a school orientation. For additional newcomers in other grades with limited English language skills, a buddy who speaks the same language assists the students with picking up programs, metrocards and student ID cards. With the Coordinator present, students are given instructions to follow on their first day, and questions and concerns are then answered. All students and parents are given the telephone number to the ESL Coordinator for any questions or concerns needed to be addressed.

18. What language electives are offered to ELLs?

Spanish is the language elective in our school.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Through the OELL website, teachers will sign up throughout the school year to attend PDs outside the school building. When a limited number of teachers attend, at the next ESL weekly meeting the attendees will turnkey spoken information, as well as provide copies of any written material given out.

2. On our most recent professional development, staff from Teachers College was present. PD was given for the Common Core Standards and how to make accommodations for our ELL population. Teachers were given handouts, and a booklet on the Danielson Model, and discussions for implementation were present. Follow up PD are planned for the remainder of the school year.

3. The same support that we provide to our general population is given to our ELL population. Students receive orientation and student/parent guardian handbook. Information about our school is written out in detail. For students with limited English skills, the ESL Coordinator is available to answer questions and provide translation of any materials in a timely manner. 4. All staff members receive in school as well as outside resources for professional development pertaining ELL students. Professional Development includes topic specific assistance for ELL support.

D. Parental Involvement

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

ELL parents are welcomed to our school through our intake process as well as our school open house and ELL parent meeting. During our open school and ELL parent meeting translators are present to support parents with limited English language skills. Handout are given in English and/or native language. Parents are given the opportunity to walk around and visit our school, and ask any questions. Guidance staff is available for information on credit requirements as well as graduation requirements.

2. Presently, we do not offer outside workshops to our ELL parents.

3. We evaluate the needs of our parents through questionnaires, conversations on intake as well as at during any meetings. In addition, a suggestion box is set up at the front security desk for any concerns and/or questions.

4. P.T.A. meetings and ELL parent meetings allow time for parents to get to know the school community and ask questions. When necessary, translation services for materials are provided in a timely manner.

E. Additional Information

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

Paste response to question here:

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q201 School Name: Martin Van Buren High School

Cluster: 2 Network: 201

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.

-Upon entry, parents and students are interviewed. At this time it is determined what language the HLIS will need to be filled out in.
-ATS is verified for home language.
-All materials upon admission are provided in native language, and translators (in house staff e.g. paras, schools aides, secretaries) are used when needed during the interview process.
-During parent teacher meetings, as well as ELL informative parent meetings, interpreters are available to be used by parents and guardians for ESL as well as content classes.

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 variety of languages spoken by our English Language Learner population. The languages predominantly spoken are Spanish, Creole, French, Bengali, Hindi, and Punjabi.
-Meetings are conducted in a group and presented by the Principal, Assistant Principals and ESL Coordinator to discuss the language needs of our students.
-State Website for information regarding glossaries for use in specific subjects, and languages are used.
-Word to Word dictionaries and bilingual dictionaries are used in classes and provided for current and former ELLs.

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.

-All documents written in languages other than English by the NYC DOE are provided to parents during the initial meeting.
-When necessary, the NYC DOE Translation Unit is reached out to, in order to provide translation for documents and services that are not readily available.
-Materials written in English are pre-approved by administration, and then sent to Translation Unit with sufficient time in order to provide materials 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.

-Oral interpretation services are provided on a daily basis in house by school staff (e.g. para professionals, secretaries, and aides).
-Oral interpretation services are provided by NYC DOE service provider The Big Word for parent teacher conferences, and ELL parent meetings.

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 is responsible for providing student documents in translated forms when needed. Materials are provided in English and indicate that they are entitled to a fee waiver for any translated material in which we could not provide the material in a timely manner.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: <u>Martin Van Bure High School</u>	DBN: <u>26Q435</u>
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