

**2015-16  
RENEWAL SCHOOL  
COMPREHENSIVE EDUCATIONAL PLAN  
(RSCEP)**

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

**School Name:**                       **MARTIN VAN BUREN HIGH SCHOOL**

**Principal:**                           **SAM SOCHET**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Martin Van Buren High School School Number (DBN): 26Q435  
Grades Served: 9-12  
School Address: 230-17 Hillside Ave Queens Village, NY 11427  
Phone Number: 7187764728 Fax: 7182176287  
School Contact Person: Sam Sochet Email Address: ssochet@schools.nyc.gov  
Principal: Sam Sochet  
UFT Chapter Leader: Frank Bancone  
Parents' Association President: Latchman Persaud  
SLT Chairperson: James Longwell-Stevens  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Nanette Ezenekwe  
Student Representative(s): Derek Hodge  
Adena Dial  
CBO Representative: **TDS Johns Hopkins**

**District Information**

District: 26 Superintendent: Donald Conyers  
Superintendent's Office Address: 335 Adams street 5th floor, room 510, Brooklyn NY 11201  
Superintendent's Email Address: dconyer@schools.nyc.gov  
Phone Number: (718) 923-5174 Fax: (718) 923-5145

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
28-11 Queens Plaza North  
Director's Office Address: Queens, NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 917-225-2020 Fax: 917-225-2020

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

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

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

### The Framework for Great Schools and RSCEP Development



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### **Accountability Tools and the Framework for Great Schools**

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

### **NYSED’s Six DTSDE Tenets**

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

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

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

### **NYCDOE’s Quality Review (QR)**

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

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

### **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Sam Sochet	*Principal or Designee	
X	Frank Bancone	*UFT Chapter Leader or Designee	
X	Latchman Persaud	*PA/PTA President or Designated Co-President	
X	Rosina Leto	DC 37 Representative (staff), if applicable	
X	Nanette Ezenekwe	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Ann Marie Ginsberg	Community School Director (staff)	
X	Adena Dial	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Derek Hodge	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	James Longwell-Stevens	CSA Rep	
X	Shireen Bhoopsingh	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Yannick Singh	Parent	
X	Joan Moretti	Staff	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

1. Martin Van Buren High School is dedicated to becoming a viable and strong local high school in Southeast Queens, New York City. Martin Van Buren has a rich history and has produced two Nobel Laureates, Frank Wilczek (2004, Physics) and Alvin Roth (2011, Economics) among other notables such as Madeline Kahn (actor), Robert Mapplethorpe (artist), Donny Deutsch (entrepreneur), and Ray Kurzweil (inventor/author). Regarding community ties, we currently have partnerships with Teachers College, Efficacy Institute, Queensborough Community College, Long Island Jewish Hospital, John Jay College of Criminal Justice, Monroe College, and Central Queens Y. These partnerships offer our stakeholders multiple venues for professional learning and college and career readiness.

Our Mission Statement: Martin Van Buren High School is an evolving community of lifelong learners who see learning and hard work as a continual process striving to develop students, staff, and parents' innate sense of curiosity. We are dedicated to the academic success and social development of all students.

Our current demographics are:

HISPANIC 221 13.39%

AMER. INDIAN OR ALASKAN NATIVE 57 3.45%

ASIAN 430 26.06%

NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER 33 2%

BLACK 843 51.09%

WHITE 54 3.27%

MULTI-RACIAL 4 0.24%

The school has undergone a significant change with new leadership and a movement towards addressing Three Big Rocks: i) Improving School Culture ii) Building Community iii) Improving Learning and Teaching by effectively using Data. The new Mission Statement reflects the change that has already begun at the "New" Van Buren High School, as it is referred to in many local circles. The school community has embraced the Principal, who has spearheaded movement towards transforming school culture. Mr. Sochet has fostered a new awareness of the changes needed to move the school forward. As a result, there has been a shift among stakeholders towards reintegrating and embracing our surrounding community. Concurrently, the school has made legitimate strides in improving learning and instruction across all subject areas.

2. We believe that all students will learn through using differentiated instructional strategies combined with positive adult-student connections.

Our Instructional Focus, "If teachers, holding students to the highest expectations, monitor student progress in literacy and content-area knowledge, differentiate instruction, and provide timely, actionable feedback, then students will demonstrate academic progress evidenced by the ability to communicate evidence-based claims in writing across all disciplines" supports our beliefs about student learning.

3. SWDs and ELLs require skills-based instruction, including scaffolded and tiered lessons that promote the use of leveled texts and above level texts in order to build capacity while meeting the needs of rigorous scholarship. Our overaged and under-credited will benefit from the same initiatives.

The area of greatest growth in the Framework for Great Schools has been in creating a supportive environment, particularly for our special populations. We hired a dedicated ELL guidance counselor and an ELL teacher/coordinator to provide targeted support to this group specifically. In response to the needs of our ELL population we have created an International SLC that will be housed in a section of the school with a group of teachers. Some of our students need both ELL services and ISS services concurrently. In order to assess the types of support needed, the ISS Department

utilizes Resiliency Software-Success Highways which measures students' aptitude in the six critical areas that are scientifically linked to student engagement, achievement and graduation. The overall goal of this software is to improve graduation

From our NYSED DTSDE from 2014, the school received an Effective rating on School Leader Practices and Decisions, with a highly effective rating in Leaders making strategic decisions to organize programmatic, human, and fiscal capital resources.

The two areas rated as Proficient in our April 23, 2015 Quality Review were Collaborative Teachers and Supportive Environment. Rigorous Instruction and Strong Family-Community ties were noted as significant areas for growth. To promote rigorous instruction, we added four minutes of instructional time to our daily classes, thus adding 24 minutes of instructional time to the school day, which translates into 72 additional hours of instruction per year. Our current ELT model offers PM School classes to targeted students in need of academic support from 2:30 to 5:30, during which time students are able to complete one core instructional class over the course of 37 class visits, Monday through Wednesday. We also offer Saturday Academy classes in core academic areas to sophomores and juniors for four hours per day (9:00-1:00) for 14 weeks. Additionally, we offer non-credit Regents exam preparation courses, mainly in English and mathematics (algebra I) on Thursdays and Fridays to any and all interested students.

4. With the goal of increasing the number of local students who select MVB in the high school application process, we are introducing Small Learning Communities focusing on ENL students, 9th graders, future engineers, and medical technology specialists. Through these programs and area partnerships with the Central Queens Y, we want to once again make Van Buren a prime destination high school for the local area and all of Queens. As part of this process, the Principal has been working closely with our local superintendents to foster partnership with middle school families and faculty. We have made great strides in public relations and have visited our feeder schools, participated in community meetings, invited members of community organizations to join our SLT and welcomed local newspapers and TV to our events.

In an effort to improve communication with families and students (a voiced concern), we now employ Datacation, a platform that allows parents and students to monitor progress and communicate with faculty. All stakeholders are offered training in the use of this platform. We utilize the DOE Translation Unit and Datacation's translation service to communicate messages to our non-English speaking families.

5. Additional programs we have implemented over the past three years include data-analysis consultation and instructional coaching from Teachers College at Columbia University, The Efficacy Institute, Scholastic's System 44 and Read 180 programs, QCC's College Now and Career Cluster programs, and the Central Queens YMCA's ACE (Achieving and Creating Excellence) program. All of these programs have made significant contributions to MVBHS over these past few years. All groups continue to be directed to prioritize building stronger in-community ties and encouraging more family participation in the educational process.

6. Our Extended Learning Time programs at MVB include: PM School and Saturday School classes for Regents examinations and course credit opportunities, Saturday Title III program to support literacy skills acquisition and language practice for ENL students, Read 180 and System 44 classes for Students with Disabilities and English Language Learners, and our after-school Senior Academy Intensive to help 12th graders prepare for Regents Examinations. Ultimately, all of our initiatives and programs are geared towards helping materialize our instructional focus: "If teachers, holding students to the highest expectations, monitor student progress in literacy and content-area knowledge, differentiate instruction, and provide timely, actionable feedback, then students will be able to communicate evidence-based claims in writing across all disciplines."

## 26Q435 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1759	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	64	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	24	# Music	7	# Drama	N/A
# Foreign Language	29	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	60.3%	% Attendance Rate			82.1%
% Free Lunch	61.2%	% Reduced Lunch			6.1%
% Limited English Proficient	11.8%	% Students with Disabilities			11.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American			56.3%
% Hispanic or Latino	13.5%	% Asian or Native Hawaiian/Pacific Islander			25.4%
% White	2.8%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			9
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			8
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	50.0%	Mathematics Performance at levels 3 & 4			48.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	65.0%	% of 2nd year students who earned 10+ credits			69.2%
% of 3rd year students who earned 10+ credits	65.5%	4 Year Graduation Rate			54.1%
6 Year Graduation Rate	63.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Areas for Improvement from the January 2014 DTSDE report:</p> <p>3.2:</p> <ul style="list-style-type: none"> <li>The departments are in the process of creating rigorous and coherent CCLS-aligned curricula, although in classrooms, all lesson plans did not consistently align to the CCLS or reference CCLS instructional shifts.</li> <li>Lesson plans need to reflect resources and training that support instruction and learning to include instructional modifications to meet the needs of students.</li> <li>Teachers have difficulty documenting and articulating at which points they have modified instruction based on student input, need, and assessment. Many teachers still need to modify or differentiate lesson plans, or instruction, to meet the needs of ELLs.</li> <li>Our strength in PD is having created a calendar of learnings of best practices that are shared in Faculty Seminars and Departmental Meetings. HEDI reports indicate that many teachers have applied those learnings in classroom observations. There is a continued effort for teachers to align their content and instructional foci. Although there is a</li> </ul>		

written schedule for PD with built-in times for vertical and horizontal meetings, there needs to be an identified protocol to monitor lesson adjustment based on team analyses; curricula and instructional practices are need to be more cohesive so they can fully meet the needs of students, and improve student college and career-readiness.

### 3.3

- There is a need for an agreed upon school-wide format for lesson plans, even though there are expectations for lesson-plan elements that reflect effective planning.
- Lessons need to be thoughtfully planned based on data, reflective of the CCLS shifts, match student interest and ability as well as provide students with opportunities for higher level thinking.
- Teachers need to increase the use of rubrics in classrooms, so that they foster student planning and self-reflection.

### 3.4

- The school leader and teachers now have a plan for teachers to create interdisciplinary curricula; PD time provides opportunities for teachers to collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects. However, there is still limited interdisciplinary learning across the school.

### 3.5.

- All administrators and faculty have access to student achievement data through Skedula and Pupil Path, including the Data-Driven Classroom (DDC) tools to view item-analysis and error-analysis reports for individual students and whole departments. However, these tools are used inconsistently among and within the departments to design and revise instruction as indicated by the data.
- Instruction needs to align better to the needs of individual students or to the needs of subgroups of students.
- Formative assessments, while designed and given to students by some faculty in some departments, are not necessarily created as part of long-term curriculum planning, much less as a means for collecting evidence from students' self-reflection and ownership of learning.
- The school needs to ensure that students understand how to track, or reflect on, their learning using Datacation.
- CCLS-aligned rubrics for reading, writing, and mathematical computation have been developed this year, with input and revisions made by faculty members from all departments, however with inconsistent application among and within the departments. Student work demonstrates that teachers provide students with written and verbal feedback; however, this is inconsistent across classrooms.

1. All four core academic domains at Van Buren -- English Language Arts, mathematics, science, and social studies aligned their curricula to New York State's learning standards, inclusive of the Common Core State Standards. All students take the required number of core curriculum courses to meet NYS graduation requirements with the opportunity to take rigorous AP and Syracuse University Project Advance (SUPA) classes in the core academic domain. For our at risk students, including ELLs and SWDs, we offer extended sequences utilizing multiple entry points aligned to CCLS standards. In addition, courses such as Scholastic Read180/System 44, and iLit program support content area instruction.

In all courses, teachers incorporate the CCLS reading and writing in the content areas into unit and lesson plans.

In ELA, we have developed a standards checklist for our ELA classes based on the CCSS reading, writing, speaking & listening, and language standards, each course in our new four-year sequences now incorporates essential questions, texts from the NYS reading list, and regularly scheduled interim and performance-task assessments designed to build students' skills at writing argumentative pieces based on informational, as well as literary texts.

In mathematics, NYS AMAPS curriculum for Algebra I, Algebra II and Geometry align with the CCSS. In all courses, teachers incorporate the eight CCSS standards for mathematical practice into unit and lesson plans, with special emphasis on perseverance in solving problems, inquiry based learning, reasoning abstractly, and modeling. There has been an instruction shift with the expectation that students be able to explain and document how they solve problems.

All Science courses align with subject-specific NYS curriculum guides. Our Pre-Med program, with courses in EMT training, engineering, and patient-care technician training used the Queensborough Community College curriculum, lead to college course credit from CUNY. Our Pre-Engineering program, developed in partnership with QCC, incorporates college level courses in robotics, computer programming, and engineering.

In Social Studies, all courses align with subject specific NYS curriculum guides and pacing calendars. To implement scaffolding, we have emphasized the Essential Elements of Instruction (EEI) as a guide to assist teachers in improving engagement, giving feedback, improving classroom tone, and ensuring that lessons

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the School needs to:

- 3.2: Provide additional PD, and monitor lesson planning, to ensure that staff use a comprehensive and adaptive curricula across all areas of study.
- 3.3: Ensure that plans and instruction reflect adaptations and differentiation of the CCLS, based on the individual needs of students and sub-groups of students.
- 3.4: Collaboratively develop a comprehensive plan for teachers to partner within, and across, all grade levels to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. Support this by setting meeting times for teachers to collaborate across all disciplines.
- 3.5: Support the implementation of a comprehensive assessment system that includes multiple measures of data and ongoing feedback on performance to students in a way that fosters student ownership of their learning.

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)

8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)

9. What graduation rate do you aspire to achieve by year two? (High Schools)

1. All four core academic domains at Van Buren -- English Language Arts, mathematics, science, and social studies aligned their curricula to New York State's learning standards, inclusive of the Common Core State Standards. All students take the required number of core curriculum courses to meet NYS graduation requirements with the opportunity to take rigorous AP and Syracuse University Project Advance (SUPA) classes in the core academic domain. For our at risk students, including ELLs and SWDs, we offer extended sequences utilizing multiple entry points aligned to CCLS standards. In addition, courses such as Scholastic Read180/System 44, and iLit program support content area instruction.

In all courses, teachers incorporate the CCLS reading and writing in the content areas into unit and lesson plans. During 2015-16, we will also be trained in implementing WITsi writing strategies across the curriculum.

In ELA, we have developed a standards checklist for our ELA classes based on the CCSS reading, writing, speaking & listening, and language standards, as reflected in the Engage NY curriculum for each course in our new four-year sequences now incorporates essential questions, texts from the NYS reading list, and regularly scheduled interim and performance-task assessments designed to build students' skills at writing argumentative pieces based on informational, as well as literary texts.

In mathematics, NYS AMAPS and ENGage NY curricula for Algebra I, Algebra II and Geometry align with the CCSS. In all courses, teachers incorporate the eight CCSS standards for mathematical practice into unit and lesson plans, with special emphasis on perseverance in solving problems, inquiry based learning, reasoning abstractly, and modeling. There has been an instructional shift with the expectation that students will be able to explain and document how they solve problems.

All Science courses align with subject-specific NYS curriculum guides. Our Pre-Med program, with courses in EMT training, engineering, and patient-care technician training used the Queensborough Community College curriculum, lead to college course credit from CUNY. Our Pre-Engineering program, developed in partnership with QCC, incorporates college level courses in robotics, computer programming, and engineering.

In Social Studies, all courses align with subject specific NYS curriculum guides and pacing calendars. To implement scaffolding, we have emphasized the Essential Elements of Instruction (EEI) as a guide build on themes, skills and concepts.

CCLS instructional shifts will be evident in teachers' lesson plans, adapted from the Big Ideas lesson templates as well as in actionable feedback from administrators during their short, frequent observation cycles, memorialized in the Advance website.

2. Students will be programmed for targeted interventions that address academic deficiencies. These include additional instructional time in core academic subjects, credit recovery and Regents preparation. For students who need supplemental support classes, they will have the opportunity to meet after-school and on Saturdays to engage in inquiry and project based learning that allows for them to put content into practice and application. To further support college and career readiness, students are programmed for College Now, College Focus, Business, Robotics, Patient Care Technician, and Criminology classes at various CUNYs.

3. Practice will have a backwards design approach that is aligned with a scope and sequence and skill based process of acquiring content. Classroom practice will focus on inquiry based problem solving, seeking evidence based claims and multiple correct responses. Teachers will focus on skill building to allow the learners to make meaning of complex texts and problems and be able to identify and document the level at which they are understanding a topic, lesson and/or activity.

4. Teachers will use MEPs in the forms of multiple modes of questions and multiple modes of inquiry during the learning process. Summative and ongoing project tasks will be tailored to the individual learning styles of the students based on Gardner's Multiple Intelligences. We will use Bloom's Taxonomy and Depth of Knowledge to improve questioning and promote critical thinking.

5. Consistency will be supported by requiring all instructional partners, including CBOs, to implement common rubrics, skill focus, academic vocabulary focus and writing task templates (such as the Literacy Design Collaborative). This will build continuity and coherence by class and grade level. These efforts will be monitored and assessed in Inquiry Teams, Principal-led Faculty Seminars and Professional Learning. Assistant Principals will be expected to supervise and evaluate the implementation of the above. In 2015-2016 we will have two Model Teachers and one Peer Teacher to support teachers in their development and practice.

6. Assessments will focus on measuring skill building, content mastery and the ability to use textual evidence and claim based platforms in discussion and writing. Martin Van Buren High School has organized data-driven instruction/inquiry cycles around a quarterly calendar, with CCLS-aligned performance tasks in all core subject areas that are developed, administered, and analyzed in October, January, April, and June. This schedule enables us to assess the impact of instruction and academic interventions beyond the traditional midterm-and-final-exam structure. It also provides us with opportunities to adjust our instructional practice more frequently to help move all students forward. Teachers will collaboratively review and analyze student work and data to inform lesson planning and performance-task development.

7. Not Applicable

8. Using College Focus for Math and ELA along with ELT, supplemental learning plans (a change in pedagogical style) our goal is to meet our CCR goal of 17% by August 2016.

9. Having implemented the above plan, we aspire to meet our progress target for 2015-2016 graduation rate to assist teachers in improving engagement, giving feedback, improving classroom tone, and ensuring that lessons

### Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By the end of June 2016, as a result of improved curriculum reflecting rigor and access for all students, including the incorporation of WITsi writing strategies across all content areas, the Regents Examination pass rate will increase by 5% in all disciplines.

### Part 4 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Lesson Planning - Provide teacher training around WITsi writing strategies embedded in EngageNY curriculum, which will include how to create multiple-entry-points and scaffolds in lessons and activities for diverse learners. Teachers will meet to refine curriculum based on data.</p>	<p>All students/All teachers</p>	<p>9/2015-6/2016</p>	<p>All Assistant Principals for Supervision, TDS-Johns Hopkins</p>

<p>2. Reading Comprehension - Provide continuous teacher training on how to embed grade-level reading comprehension critical reading, and evidence-based writing skills into lessons and tasks in the Sciences and Social Studies. Utilize Kate Kinsella's Academic Vocabulary Toolkit with long term and all ELLs. In addition, teachers will train on developing common assessments and rubrics that allow for actionable feedback and student self-assessment.</p>	<p>ENL, Identified low level readers, SWD (case by case)</p>	<p>9/2015-6/2016</p>	<p>Assistant Principal, ELA/ENL and Assistant Principal, ISS, TDS-Johns Hopkins and Teachers College at Columbia University</p>
<p>3. Community Events - Engage the families through events such as Curriculum Night in order for them to be better able to support their students in developing Personal and Academic Behaviors.</p>	<p>All students, including ENL students</p>	<p>8/2015-6/2016</p>	<p>Assistant Principal for Guidance and Student Services, Parent Coordinator, TDS</p>
<p>4. Data Analysis - Train teachers on how to analyze Regents data and interim assessments in order to make purposeful decisions in creating and modifying curricula to address the needs of all learners.</p> <p>5. Designing Assessment Tasks - Provide teacher training in WITsi writing strategies which can enhance and assess literacy skills in Science and Social Studies and to develop our school-wide goal of using text based evidence to support claims in writing.</p> <p>6. College Readiness - We will expand our college readiness classes to target more students. We will provide instructional tools in College Now Speech and Composition, College Focus in math and English, QCC Robotics, Computer Science, Business, SUPA classes in History, John Jay Criminology class on Saturdays at John Jay, Patient Care Technician, EMT, AP World History, AP Calculus, AP Language &amp; Composition, AP Literature &amp; Composition, AP Spanish.</p> <p>In addition, from community feedback at our September 28, 2015 Receivership Hearing:</p> <ol style="list-style-type: none"> <li>1. We will meet and consider expanding our AP offerings.</li> <li>2. Set up monthly meetings with B-Tech to coordinate efforts to expand our QCC offerings during the school day</li> </ol> <p>7. Interim Assessment - Develop a school wide interim assessment plan for core content areas to monitor progress towards improved Regents achievement.</p>	<p>All students, but especially lowest third, ENL, Identified low level readers, SWD (case by case)</p> <p>Core subject teachers in the SLCs for 9th grade &amp; ENL</p> <p>Targeted students</p> <p>Core Subject areas in Regents courses</p> <p>9th and 11th grade students</p>	<p>8/2015-6/2016</p>	<p>All Assistant Principals for Supervision, TDS, with support from TC-CPET</p> <p>5.SLC Teachers, APs Abolafia, Kross, with support from TC-CPET</p> <p>6.College Now Liaison, Parent Coordinator, APs of Supervision &amp; Guidance, SUPA Coordinator, Special Programs Coordinator, with support from QCC</p> <p>7.APs of ELA, SS, Science &amp; Math, with support from TC-CPET</p>



- 5. Designing Assessment Tasks - Professional Development coaching provided by TC-CPET, funded through SIG Funding
- 6. College Readiness - Courses provided through Queens borough Community College (QCC) -- SIG Funding
- 7. Interim Assessment - Professional Development coaching provided by TC-CPET funded through SIG Funding

**Part 5b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of the Fall 2015 term (January 31, 2016), we will have sufficient evidence taken from Interim Department Assessments, as well as Regents examinations, to show a projected 3% increase in Regents Examination pass rates across all disciplines, with increased Regents completion rates likely to increase similarly. Mock Regents data will be reviewed twice during the year (11-21-15 in the fall and then again in the Spring) along with Regents results.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>School’s Strengths—</p> <p>5.2</p> <ul style="list-style-type: none"> <li>The school leader restructured and supplemented the guidance staff with additional personnel in order to ensure that an adult knows every child.</li> <li>The new AP, assigned to the counseling department, has expanded the range of activities designed to promote positive student academic behavior, by increasing family contact to highlight student performance.</li> <li>The school leader has established a Saturday learning program for both students and parents to work with a counselor who establishes individual student goals.</li> <li>The school leader increased the number of counselors available to students in sub-groups, and added a social worker to the staff.</li> <li>The school established research-based practices that teachers use for the referral and support of all students. There is a written process that outlines protocols for staff to follow for referring students to support services.</li> <li>Staff receives PD on student social and emotional health during inquiry team meetings.</li> </ul> <p>The implemented systems effectively address barriers to student social and emotional developmental health, which improves student academic success.</p>		

- The Principal has structured longer learning periods of 46 minutes and dept. common planning time for all teachers to strengthen collaboration amongst departments. Teachers use this daily common time to discuss students' academics as well as social and emotional issues within each department.

School's Needs- Areas for Improvement from the January 2014 DTSDE report:

5.3

- The school is developing a program aligned to a vision for social and emotional developmental health. While the school currently has a set of practices in place to support students, it is not comprehensive or linked to a clear vision for social and emotional growth. The work currently includes monthly grade level meetings with guidance counselors, to plan supports for student subgroup needs, career exploration classes, and a program to engage grade nine students in positive social and emotional learning activities.
- There is a need to connect PBIS to other activities in a uniform manner and to expand PD activities to build adult capacity to support student social and emotional developmental health.

5.4

- The school needs to better develop the understanding of all stakeholders of the importance of their contributions in creating an environment that supports student social and emotional developmental health; teachers do not consistently develop a school culture that is conducive to learning.
- Parents need better understanding of the school's vision concerning expectations for student behavior, as well as social and emotional health.
- Parents use Datacation to communicate directly with their children's teacher, the guidance counselor, or other support staff. However, parents need to receive more positive communications from staff through this system, or through other direct contact. Additionally, parents reported that the guidance department usually contacts them regarding behavior concerns.
- All constituents need to be clear on their roles in creating a safe learning community that is responsive to student needs.

5.5

- Staff needs to increase use of data to respond to student social and emotional developmental health needs.
- The guidance personnel needs to establish concrete protocols to analyze patterns and trends in the data concerning student behavior, academic performance, and social and emotional health

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.3: Support the implementation of a research-based program for social and emotional developmental health, and monitor this implementation school-wide.
- 5.4: Collaboratively develop a comprehensive plan, which incorporates protocols and processes, to communicate the roles of all members of the school community to ensure that appropriate supports are provided to all students. The plan should include a system for monitoring and responding to student social and emotional developmental health needs, including the use of adaptive measures that meets the individual needs of students.
- 5.5: Collaboratively develop and use a comprehensive plan for monitoring individual and subgroup student data, to assess student needs on a regular basis, in order to provide students with services and supports matched to their specific needs.

## **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?

6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

1. We want all MVB stakeholders to know that we have a school culture where students feel excited, welcomed, supported, safe, and challenged by their teachers and peers.
2. We are in collaboration with TDS/John Hopkins University. They will fund an on site facilitator who will work with us in creating student Early Warning Indicators<sup>59</sup> and coordination of services. Talent Development Secondary (TDS) assists schools in developing Early Warning Indicator Systems (EWIS) that allow school administrators and staff members to collect, analyze, and disseminate student outcome data and combine this with a system of tiered student supports. Teacher teams receive significant professional development, as well as ongoing support from an on-site TDS Community School Director, to use this EWI data to ensure that the right students receive the right academic and social-emotional interventions at the right time. TDS also works with schools to create schedules that extend learning time in core academic areas while still allowing students to explore electives and enrichment activities. This collaboration will enable us to work with Central Queens Y. Central Queens Y will have a team of people in the building who will provide in-class support for our current 9th and 10th graders and after school tutoring. Also, they will provide an onsite social worker that will augment our guidance services.
3. Student voice and leadership is supported and heard through our School Leadership Team (SLT) which meets once per month to discuss issues and concerns. The SLT members are teachers, parents, students, support staff, and administration. We have two Leadership classes that support school initiatives and community service. Our Student Organization leaders are involved in decision making and have an open door relationship with Mr. Sochet. In addition, we have the Leaders and Scholars students who are supported and facilitated by teachers daily; in their Friday meetings, they discuss school activities and concerns.
4. Our Guidance Department will be implementing a Positive Behavior Intervention System (PBIS) adapted for high-school-age children, especially students with frequent referrals to the dean's office or guidance due to behavior and discipline issues. In addition, we will add training for all MVBHS staff through TC to address students' social-emotional needs and ways we can support students further in this domain. We will also promote a restorative justice program along with progressive discipline measures. The new programs will focus on behavioral management to decrease suspensions and level 4 and 5 incidents. Each student infraction will include a guidance component, which will decrease recidivism.
5. To be more proactive in promoting improved student social-emotional skills--we will infuse the Academic College Ready Behaviors with a School-wide PBIS initiative by rewarding students who demonstrate monthly Academic Behavioral benchmarks. With the use of Early Warning Indicators--students will be counseled and mentored by guidance counselors along with the CBO.
6. Our school team will measure social-emotional development by comparing school suspension rates and by assessing School Environment Survey results.
7. Within our SLC teams and in collaboration with John Hopkins we will create an Early Warning Intervention Team to review early warning data (attendance data, credit accumulation, progress reports, suspension data, and cohort tracker data) to discuss student behavioral trends and attendance trends. We will use this data to develop strategies to support students in achieving their academic and social goals.
8. We will improve attendance and reduce chronic absenteeism by increasing our efforts in outreach, including but not limited to targeted guidance intervention, Skedula messaging, home visits, and an adopt-a-student initiative.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the whole school attendance will improve to meet 86.0% percent as measured in the school's Annual Attendance Report.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Early Warning Intervention - The Attendance Team, Social Worker Teachers, and TDS will create a matrix for tracking, identifying and supporting at-risk students and track progress using Early Warning Intervention. Based on attendance data, students will receive guidance/intervention supports.</p> <p>In addition, from community feedback received at our Sept 28, 2015 Receivership Hearing:</p> <ul style="list-style-type: none"> <li>• Create a guidance team to create more restorative practices to reduce suspensions.</li> </ul>	<p>At Risk Students</p>	<p>School Year 2015-2016</p>	<p>Principal, Assistant Principal Pupil Personnel Services, APO, Attendance Team, Parent Coordinator, Guidance Counselors, all teachers, and TDS-John Hopkins/Central Queens Y personnel, TDS Coordinator</p>
<p>2. Academic Supports - Administer diagnostics, mid-term and mid-year assessments and identify students needing additional academic supports. Support is provided through content area classes, after school tutoring, Saturday School, PM school, Graduation Academy, ENL Saturday Academy, and Central Queens Y services. These activities will further cultivate a safe and supportive culture for learning where students feel valued, and their individual needs are addressed. This will ultimately reduce student frustration, behavioral issues and improve attendance.</p>	<p>All Students</p>	<p>School Year 2015-2016</p>	<p>All Stakeholders with supports from Central Queens Y and TDS-John Hopkins</p>
<p><b>3. Small Learning Communities</b> – Develop Small Learning Communities to ensure a common instructional focus, common language, uniform school protocols and procedures across all content areas. This</p>	<p>All students</p>	<p>School Year 2015-2016</p>	<p>Principal, All Assistant Principals, All teachers, Guidance Counselors</p>

<p>will ensure that we create a school community that is safe and conducive to learning, leading to higher student attendance and overall student achievement. Teachers will meet to identify interventions for specific students.</p>			
<p><b>4. Parent Outreach</b> - Engage families and expand their understanding of a supportive environment. Design and implement an initiative for improving parental outreach, and school connectedness to improve attendance and academic outcomes. We will have a dedicated Guidance Counselor and/or College Counselor available during Saturday Academy. We will have special events such as Award Ceremonies, and Recognition Nights to celebrate improvement in scholarship, social-emotional development, attendance, and student leadership.</p> <p><b>5. Maximize Attendance</b> - Continue to develop our attendance team with all stakeholders to create and implement structures for maximizing class attendance throughout the day. The CBO will assist in attendance outreach and interventions.</p> <p><b>6. Language Acquisition</b> – Utilize Common Planning Time in Small Learning Communities to align skills building instruction and language acquisition in academic areas. We will be using the Scholastic Read 180/System 44 programs, along with Academic Vocabulary Toolkit lessons to increase students’ reading comprehension skills and reduce student frustration in reading which should lead to a reduction in behavioral issues and improved attendance.</p> <p><b>7. From our Sept 28, 2015 Receivership Hearing, we received feedback from the community and our SLT has acted on the following: Mental Health Specialist provides intervention, mentoring, and scheduled sessions with identified students and their teachers.</b></p>	<p>Parents of all students and students</p> <p>5. African American males</p> <p>Overage/under-credited</p> <p>6.ENL students</p>	<p>School Year 2015-2016</p>	<p>Principal, All Assistant Principals, All teachers, Guidance Counselors and Parent Coordinator, with support from TDS-John Hopkins and Central Queens Y</p> <p>5.TDS-John Hopkins Coordinator, ACE, APs, teachers, Guidance counselors</p> <p>6. ESL SLC, with support from Scholastic resources</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> <li><b>1. Early Warning Intervention</b> - School personnel and TDS-John Hopkins funded through Renewal Schools.</li> <li><b>2. Academic Supports</b> - School personnel with support from Central Queens Y and TDS-Johns Hopkins funded through Renewal Schools and Kaplan funded through SIG funding</li> <li><b>3. Small Learning Communities</b> – School Leadership and TDS-John Hopkins funded through Renewal Schools</li> </ol>

- 4. **Parent Outreach** – School Leadership, Guidance, Parent Coordinator with support from TDS-John Hopkins funded through Renewal Schools and the Central Queens Y funded through Priority Funding Set-Aside
- 5. **Maximizing Attendance** – TDS-John Hopkins, Guidance Counselors and school personnel funded through Renewal Schools
- 6. **Language Acquisition** – ESL Small Learning Community, with support from Scholastic Read 180/System 44 resources funded through SIG funding

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will monitor progress in attendance on a weekly basis to evaluate the effectiveness of attendance support strategies. We anticipate that, by January 2016, our daily attendance rate will be at or above 83%.  
 We will collect feedback (modeled from the NYC DOE Learning Environment Survey) from students and parents in both fall and spring semesters to monitor progress towards improving students’ and parents’ experiences within the MVB community.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Strengths:</p> <ul style="list-style-type: none"> <li>Teachers are meeting weekly to plan units and lessons to address all students’ goals and needs</li> <li>Teachers are meeting weekly to analyze data and use it to plan instruction.</li> <li>Teachers are creating CCLS aligned department assessments that will be used to drive instruction.</li> <li>Teachers and instructional leaders meet monthly in faculty seminars for professional development and data analysis.</li> <li>Teachers meet in weekly inquiry team meetings where they look at and analyze student work.</li> </ul> <p>Areas for Improvement from the January 2014 DTSDE report:</p> <p>4.2</p> <ul style="list-style-type: none"> <li>School and teachers need to consistently ensure that instructional practices, organized around plans, address the needs of all students, and include modifications to address specific needs of ELLs and students with disabilities</li> <li>Teachers working in the Integrated Co-Teacher (ICT) need to consistently plan together.</li> <li>Teachers need to consistently set individual goals for students with disabilities or ELLs.</li> <li>PD and instructional coaching needs to further engage staff in techniques for aligning plans to data, and improving the quality of questioning.</li> </ul> <p>4.3</p> <ul style="list-style-type: none"> <li>Teachers needs to better provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students.</li> </ul>		

- Lesson plans should consistently address the demands of CCLS, or challenge and engage different groups of students, including ELLs and students with disabilities.
- Teachers need to build in opportunities to extend student thinking and understanding through higher order thinking questions, or the use of materials that contain high levels of text and content complexity.
- Teachers need to ask higher level questions, and increase student to student interactions
- Instructional practices must consistently lead to high levels of student engagement

4.4

- Expectations for behavior need to be in hallways posted.
- Teachers should focus on behaviors outside their classrooms.
- Teachers should be better informed of their diverse groups of students and their needs
- While the learning environment is physically safe, teachers do not consistently meet the needs of all students.

4.5

- Teachers need to consistently use data to inform their instruction
- Teachers need to increase data-based instruction, where feedback is consistently timely and purposeful

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Consistency in planning and using data to drive instruction. Ensure that staff uses data to inform lesson planning to meet the needs of all students.
- 4.3: Common Core aligned curricula. Ensure that teachers use questions that promote higher-order thinking and student engagement, as well as strategies designed to support the CCLS, and reflect the instructional shifts, and adapt their instruction to meet the diverse needs of all students.
- 4.4: Open lines of communication between school leaders and teachers. Implement a comprehensive program to promote a common understanding among all constituents regarding the expectations for classroom and school-wide behaviors, and provide recognition for students who follow these expectations. Professional development geared towards using scaffolding to tailor instruction to the needs of all students. Ensure teachers acknowledge diversity while providing access to learning in a thoughtful learning environment that addresses the needs of all students. Time for interdisciplinary collaboration between departments so that teachers can create units and lessons that are responsive to students' experiences and needs.
- 4.5: Ensure teachers use data to inform their instruction so that it is responsive to student strengths and needs. Monitor teacher feedback to enable students to reflect upon, and assess, their own progress. Professional development for using formative and summative assessment data to encourage students to participate in their learning process.

## **Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

1. Teachers will be programmed so that there are many opportunities for collaborative planning of units and lessons that address all students' needs. Teachers in Small Learning Communities will have common planning time for departmental and inter-departmental meetings.
2. Teacher-created assessments and other data will be the driving force that guides teachers to create units and lessons. Small learning communities will strengthen the ties between teachers and students. The Danielson Rubric will continue to be the standard for excellent teaching.
3. Teachers will differentiate instruction, using multiple entry points to ensure that higher achieving students in their classes are being challenged.

- 4. Adherence to the School Safety Code and Discipline Plan will ensure that children are safe in their classes.
- 5. In order to plan for students' individual needs, teachers will regularly meet and use Skedula to review the following data: grades, IEPs, quarterly assessments, standardized test scores, teacher-created assessments, anecdotal data, etc.
- 6. Our CBO, TDS-John Hopkins, will play an active role in planning for and implementing small learning communities. John Hopkins and Teachers College, Center for the Professional Education of Teachers (TC-CPET) will provide teachers with coaching and professional development.

**Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 based on Professional Development received, all teachers will demonstrate greater command of collaborative planning, use of the inquiry process, supported by data analysis in order to improve achievement as measured by a 3 percentage point increase in credit accumulation across all grades.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></b></p>
<p><b>1.Data Driven Instruction</b> – Provide teacher training to analyze data, identify trends and implement differentiated instructional strategies to increase student skill development and impact student achievement. Collaboratively work across academic departments and SLCs to analyze student achievement data on reading levels and department created assessments, using our school-wide CCLS-aligned rubrics, so that we may act upon the results to increase rigor and complexity of activities.</p>	<p>All teachers</p>	<p>09/15 to 06/16</p>	<p>APO Vladimir Hurych, content-area APs, school data specialist with support from TC-CPET</p>
<p><b>2. Teacher Effectiveness</b> - Provide teacher training on how to create authentic student to student discussions (Danielson 3b), how to use on-going assessment (assessment for learning strategies) to determine student</p>	<p>All teachers, all students</p>	<p>08/15 to 06/16</p>	<p>Principal and AP Cabinet, TC-CPET &amp; TDS support staff</p>

content/skill mastery and how to implement pedagogical strategies to support ELLs and SWD.			
<p><b>3. Curricular Supports</b> - Provide training for teachers in supplemental curriculum programs to help students such as Read 180/System 44 classes, and Big Ideas Math during extended day tutoring</p> <p>4. Teachers will be provided with professional development for WITsi (for grades 9 and 11) which will supportive planning as well as curriculum development and the Inquiry Process.</p>	<p>All students, especially 9<sup>th</sup> graders,</p> <p>ELLs,</p> <p>Under-credited students, students receiving ISS, and low-level readers</p>	09/15 to 06/16	Teachers, Administration, CBO & support staff
<p>1. Parent Workshops: Monitoring Progress - Engage the families to support their students through Parent Workshops on data analysis centered on how to monitor student learning</p> <p>2. Parent Workshops: College and Career Readiness – Engage families to support students how to help students excel in reading; and how to discuss and monitor progress toward College and Career Readiness</p>	<p>Families in the community, all students</p> <p>Parents of ENL students, ENL students</p>	09/15 to 06/16	<p>TDS-John Hopkins, teachers &amp; support staff</p> <p>5. Teachers, Administration, Pre-K12 Plaza</p>

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>1. <b>Data Driven Instruction</b> – School leaders with support from TC-CPET, through SIG Funding</p> <p>2. <b>Teacher Effectiveness</b> – School leaders with support from and TDS-John Hopkins funded through Renewal School</p> <p>3. <b>Curricular Supports</b> - School leaders and teachers with support from Scholastic (Read 180/Systems 44), funded through SIG Funding and TDS-John Hopkins funded through Renewal School</p> <p>4. <b>Parent Workshops - Data Analysis:</b> School personnel with support from TDS-John Hopkins funded through Renewal School</p> <p>5. <b>Parent Workshops: College and Career Readiness</b> – College and Career Readiness: School personnel with support from Pre-K12 Plaza funded through Strengthening Bilingual Programs Grant</p> <p>6. Teachers College</p>											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Scholarship reports that monitor predicted credit accumulation will be analyzed every six weeks by the Administration as well as by teacher teams to inform instruction, outreach and necessary interventions. By January, 2016, student credit accumulation will have increased 2% as compared to January, 2015.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Strengths: Systems are in place to manage student programming, teacher evaluations, staff professional learning, as well as fiscal and capital resources, most notably with regard to financial management (strategic resource management enabled us to pull out of a budget deficit and into a surplus at the beginning of the 2014-15 school year) and school-wide professional learning (via our monthly faculty seminar meetings with school administrators).</p> <p>Areas for Improvement from the January 2014 DTSDE report:</p> <p>2.2</p> <ul style="list-style-type: none"> <li>The school leader ensures that the school community shares SMART goals aligned to a vision, that address priorities outlined in the SCEP. The school leader developed the school's mission collaboratively with staff, students, and parents. This mission is posted throughout the building, and states that all stakeholders promote an "evolving culture" dedicated to academics and social development. Students, teachers, and parents are able to articulate the mission, and to identify programs and activities that are underway throughout the school in support of this mission. These included practices such as the posting of instructional objectives, an emphasis on data analysis, additional support for students, and the assignment of supervisory personnel.</li> <li>The school leader has also hired a school data analyst and a new assistant principal (AP) for English language arts (ELA) and social studies, with a background in data analysis, who is providing PD to teachers, as well as closely monitoring the performance of staff in the use of data driven instruction.</li> <li>The school leader conducts short, frequent observations, and provides teachers with meaningful feedback to develop instruction, as outlined in the SCEP.</li> </ul>		

- The school leader promotes a vision, known by all stakeholders, and aligned to SMART goals outlined in the SCEP, which helps improve student academic achievement.

2.4

- The school leader has a system for classroom observations aligned to the district’s APPR.
- The school leaders provide teachers with actionable feedback based on classroom visits
- The school leader reviews the performance of individual staff through an analysis of observation outcomes on a monthly basis with the SLT, and then provides instructional coaching to struggling teachers based on these reviews.
- The school leaders follow up on prior observations to monitor the impact of actionable feedback on instructional practices.
- A comprehensive system to monitor instruction, and provide actionable feedback to teachers, holds both administrators and staff accountable for continuous improvement

Priorities:

2.5

- Teachers do not consistently use the systems to meet the needs of students, including English Language Learners (ELLs), students with disabilities, and students with varying ability levels. The school leader needs to consistently ensure that all staff use evidence-based systems. Despite our compliance with systems and protocols for student programming, teacher evaluation, and ELL/ISS program administration, we are working on improving an audit system of quality control where we base our administration of these systems on student achievement data as we receive it in real time. We have the tools (Skedula) and the support (Teachers College’s Center for the Professional Education of Teachers) to do so, but have neither implemented these resources fully nor brought the entire faculty on board to adjust instructional and assessment practices to effect positive growth for our students.

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.5: Ensure that the staff consistently uses evidence-based systems that are dynamic, and adaptive, to address individual and school-wide practices. Monitor staff use of systems, and provide PD as necessary.

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

1. The Principal will meet on a regular basis with teacher leaders and administrators, as well as school community stakeholders, to maintain buy-in and active monitoring of progress towards achieving the school mission. This includes monthly Faculty Seminar meetings between the Principal and staff, as well as weekly meetings with the school cabinet. Our relationship with the CBO is TBD.
2. In addition to using online quantitative tools at our disposal, such as Advance and Skedula, we will keep track of messages sent to school community stakeholders via an updated school website, as well as sign-in sheets from school PTA and SLT meetings.

3. Programming will be based on ensuring our students are college and career ready, namely by reviewing student achievement data and programming students for ELT and AIS opportunities, as well as Advanced Placement and Syracuse University Project Advance classes, as needed. Fiscal resources will be put towards programs which further facilitate student achievement and school-wide goals. SLCs for the incoming 9th graders and our ENL population will allow teachers interdisciplinary planning and conduct student inquiry.
4. We will continue to use the Advance system to manage our short, frequent cycles of observations with actionable feedback. Furthermore, we will retain and use the services of DOE Talent Coaches to calibrate administrators' use of the Danielson Framework for Effective Teaching.
5. We anticipate receiving support from our CBO in order to share the task of reviewing academic, behavioral, SEL, and attendance data, and adjusting our school-wide practices accordingly to facilitate student progress in these areas.
  6. Assistant Principals will help improve teacher practices, especially in Danielson Framework Domains 2 and 3; the Community School Director will coordinate the work of administrators, CBO staff, teachers, and community school stakeholders to ensure that human and fiscal resources are aligned to and promote the school's mission.

### Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By the end of June 2016, based on 10 learning walks focused on student engagement, the administrative team will be normed at least 80% of the time as evidenced by 3c ratings in the Danielson Frameworks.

### Part 4 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
<b>1. Faculty Seminars</b> - Monthly faculty seminars and teacher inter-visitations will address best practices in data-driven and engaging instruction, using MVBHS case studies.	Faculty	2015-16 Academic Year	Principal, APs, with support from TC-CPET
<b>2. Leadership Professional Learning</b> – Conduct Professional Learning for the Principal and Assistant Principals using inter-visitation protocols to assist in	Administrators supervising instruction	2015-16 Academic Year	Principal, with support from the Office of Talent and

providing teachers with meaningful and actionable feedback in accordance with Danielson’s Framework and other best practices.			Teacher Development and TC-CPET
<b>3. Professional Learning Plan</b> – Analyze data from teachers’ 6/2015 HEDI reports to create a targeted Professional Learning Calendar that will provide teachers with supports and tools to better meet their students’ needs. We will provide supports to help facilitate their planning of lessons, units and cross disciplinary strategies. By supplying these instructional tools we will help students meet the school-wide focus of communicating evidence based claims in writing across the disciplines.	All staff	2015-16 Academic Year	APs, Teacher Leaders, TDS-John Hopkins, TC-CPET
<b>4. Community Events</b> – To engage families and expand their understanding of the pedagogical strategies that support their children, we will have special events such as Award Ceremonies, and Recognition Nights to celebrate improvement in scholarship, social-emotional development, attendance, and student leadership.	Parents	2015-16 Academic Year	Assistant Principal for Guidance and Student Support, with support from TDS-John Hopkins
<b>5. From our September 28, 2015 Receivership Hearing feedback, our SLT has looked to:</b>  1. Create a PR team within the school, and devise a specific campaign geared to recruiting students to MVBHS.			

### Part 5 – Budget and Resource Alignment

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. <b>Faculty Seminars</b> – School Personnel with support from TC-CPET funded by SIG funding 2. <b>Leadership Professional Learning</b> – Administration with support from Office of Talent and Teacher Development funded by NYC DOE, and TC-CPET funded by SIG Funding 3. <b>Professional Learning Plan</b> – Administration and school personnel with support from teacher leaders, TDS-John Hopkins funded by Renewal Schools, and TC-CPET funded by SIG Funding <b>4. Community Events</b> – School Personnel with support from TDS-John Hopkins funded by Renewal Schools											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Principal will review teachers' Advance ratings to monitor professional growth and areas for further support throughout the school year, and specifically at midpoints and ending of each academic term (6-12 times per school year). By the end of January 2016, we expect to see 5% growth across Danielson indicators.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Areas for Improvement from the January 2014 DTSDE report:</p> <ul style="list-style-type: none"> <li>6.2 The school leader needs to consistently ensure regular communication with parents and students that fosters high expectations for student academic achievement. While Datacation has a pupil portal that provides parents with information regarding student performance, as well as a mechanism for parents to communicate directly with teachers, parents are using this inconsistently.</li> <li>6.3 The school needs to better engage in reciprocal communication with family and community stakeholders to meet student needs. The need for consistent translation of school policies, protocols, and procedures limits family involvement.</li> <li>6.4 The school needs to improve partnerships with community agencies to provide training for all families to support student success. While the school has begun to attempt to share information with parents, the school needs to better provide all parents with strategies to support student learning and growth.</li> <li>6.5 The school needs to provide additional guidance to parents on the data available for them to advocate for their children. The school community needs to more consistently empower families to take action to support their children’s learning.</li> </ul> <p>In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:</p> <ul style="list-style-type: none"> <li>6.2: Foster communication with students and families regarding high expectations for student academic achievement.</li> </ul>		

- 6.3: Develop a plan to use multiple reciprocal tools of communication in all languages, to provide families regular opportunities to dialogue with the school regarding student issues and concerns. Provide PD to staff on the expectations for the use of those tools.
- 6.4: Implement a plan to train parents in ways to support student learning and growth. Provide staff with PD on strategies for actively seeking and sustaining partnerships with families and the community, to engage parents in supporting student success.
- 6.5: Ensure that all stakeholders share data. Integrate data systems to identify family needs and appropriate support strategies. Develop a strategy to ensure that student performance data is shared in ways that families can understand, and to enable families to advocate for their children for appropriate supports.

The Principal, Guidance Assistant Principal, College Counselor, and other school leaders will continue to engage families of the Martin Van Buren Community in college ready school-based activities such as College Fairs, celebratory events such as Student Recognition Nights, Scholars Program, Leadership, National Honor Society, as well as PTA and SLT meetings.

We are hoping to receive additional assistance from our CBO in improving our communication with community school stakeholders, and enabling parents to become more actively involved in school activities, initiatives, and celebrations.

## **Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

1. We have scheduled ongoing and systematic events designed to encourage and sustain parental involvement. These include: Freshman Parent Orientation, a meet the staff barbecue; Back to School Night at which parents will be informed about the curriculum, instruction, guidance and support services, and graduation requirements. A clear, accessible link to the attendance department will be established. Components of the above will be tailored to the specific needs of our ENL International SLC Academy and to SWD families.

Ongoing activities will include: College Readiness activities such as College Fairs, celebratory events including Student Recognition Nights, Scholars Program Fundraisers and events, Leadership, National Honor Society, sports events, as well as PTA and SLT meetings. Parents can utilize computers in the Parent Coordinator’s office during the week. Parents will be encouraged to stop by at any time. School Safety Agents and all school staff will be informed to direct parents to the Parent Coordinator with any concerns.

2. Workshops will be held for parents on using Datacation, accessing teachers’ emails, and utilizing parent teacher conferences. School guidance counselors and teachers will hold meetings to discuss student progress and how families can support the learning process.
3. The Parent Coordinator will reach out to the school community in order to find out what their needs are, and invite the appropriate CBO liaisons at that time. Examples would include Citizenship Workshops and job training workshops.
4. The Parent Coordinator’s office will be open to parents, as would the PTA office. Likewise, the CBO will have access to that space to support student success.
5. Partnerships with Queens Business Institute to offer workshops for parents in career programs, such as: Electrician’s helper, Building maintenance worker, Plumber’s helper, Telecommunications Technician, Electronic/ office machine repair technician, and Certified Fiber Optic Technician
6. The Parent Coordinator, alongside Guidance Counselors, will sponsor workshops for parents on how to access Datacation.

### Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the collaboration between MVBHS and TDS Johns Hopkins will lead to an increase in parental engagement, and an increase in delivery of services to families as measured by 15% of families giving feedback on the quality of services.

### Part 4 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p><b>1. Parent Participation</b> – Conduct early outreach, increased and targeted promotion, we will increase parent attendance at PTA and SLT meetings, so that parents and other community school stakeholders can engage in two-way communication regarding school initiatives, as well as support our students’ growth.</p>	<p>Parents</p>	<p>2015-2016 School Year</p>	<p>TDS-John Hopkins, Parent Coordinator, PTA President, AP for Guidance and Student Support</p>
<p><b>2. Parent Workshops</b> - Host Parent Workshops on accessing and using Datacation for receiving and communicating with school personnel about students’ academic and behavioral data.</p>	<p>Parents</p>	<p>2015-2016 School Year</p>	<p>Parent Coordinator, Guidance Counselors, AP for Guidance and Student Support</p>
<p><b>3. Aligned Events</b> - Coordinate a calendar with the PTA so that there are combined event nights involving showcases of academics and recognitions of students and academic achievements</p>	<p>PTA, Teachers, Students, parents</p>	<p>2015-16 School Year</p>	<p>Administration &amp; PTA</p>
<p><b>4. Parent Academic Involvement</b>- Include families in events like class trips, instructional fairs and showcases. Encourage</p>	<p>Families</p>	<p>2015-16 School Year</p>	<p>School and CBO Personnel</p>

<p>family use of school facilities such as the library and computer labs.</p> <p>5. Develop a family engagement monitoring system that measures the quality of services and solicits feedback from those families.</p> <p><b>6. From our September 28, 2015 Receivership hearing, the SLT responded to feedback from the community:</b></p> <ol style="list-style-type: none"> <li>1. Guidance dept and college office, and parent coordinator will meet to address targeted students based on College Readiness.</li> <li>2. The school will develop positive talking points that highlight the best practices of MVBHS</li> <li>3. Develop scheduled open house meetings inviting the outside community to see the great things going on at the school.</li> <li>4. Create a system to share data and progress of the data to the community.</li> <li>5. Create a PR team within the school, and devise a specific campaign geared to recruiting students to MVBHS.</li> </ol>			
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> <li>1. <b>Parent Participation</b> – Guidance Department, Parent Coordinator and PTA Members with support from TDS-John Hopkins with funding from Priority Funding Set-Aside</li> <li>2. <b>Parent Workshops</b> - Guidance Department and Parent Coordinator with funding from Title I funding</li> <li>3. <b>Aligned Events</b> - Administration and PTA members with funding from Priority Funding Set Aside</li> </ol> <p><b>4. Parent Outreach System</b> - School Personnel with support from TDS-John Hopkins and Central Queens Y with funding from Renewal School</p>											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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AP for Guidance and Student Support will review records of parent attendance at PTA & SLT meetings, and School Celebrations, as well as evidence of outreach efforts using Skedula. By the end of the Fall 2015 term (January 31, 2016), we will demonstrate that we have increased parent attendance at PTA and SLT meetings by at least 5%, online registration on Skedula by at least 5%, and parent participation in parent workshops by at least 5%, each of which will be measured by counting signatures on sign-in sheets and/or parent login/signup lists on Skedula.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
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By June 2016, as a result of implementation of a comprehensive ELT program focusing on increasing student achievement in ELA and math across all grades, there will be a 5 % increase in Regents Pass rates and 3 % credit accumulation as measured by STARS data.
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### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Our ELT Program is compulsory and students are strategically programmed into their ELT classes which are placed on students’ program card.				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?
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How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
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| <ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul> |
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We will dedicate our resources into improving in the following areas:
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| <ul style="list-style-type: none"> <li>• Addressing the needs of our increasing English Language Learners (ELL) population by increasing dedicated resources for after school and Saturday content area support. (p. 1 SIG)</li> </ul> |
|--|

- Dedicating additional resources to our Instructional Support Services (ISS) population to improve academic performance through after school and Saturday support programs. (p. 1 SIG)
- Concentrating on providing support for the lowest third of our general education population. (p.1 SIG)
- Our proposal for increased learning-time activities involves a mandatory nine-period schedule for freshmen, including one writing-intensive arts/health elective or, for students who have already been accepted into one of the Small Learning Communities, a writing-based elective course which explicitly connects to the student's SLC's aims and curriculum. This plan for our 9th graders is differentiated according to the students' demonstrated academic performance, with the lowest third of students programmed for an additional period of ELA, the middle third of students programmed for a writing-intensive elective designed to promote active involvement in the school, such as a journalism/newspaper course, and the highest third of students programmed for a writing-intensive leadership elective based on their SLC program. On a case-by-case basis, we also propose to offer sophomore students an additional world history elective, since student performance on the Global History Regents exam usually has the lowest passing rate among all Regents exams at our school . (p. 20 SIG)
- We offer our seniors classes from 2:30 to 5:30, during which time they will be able to complete two core instructional classes (90 minutes each) over the course of 37 class visits, Monday through Wednesday. (p.20 SIG)
- We offer College Now classes in Speech, Composition as well as College Focus in math & English
- Students are able to take QCC classes in EMT, PCT, Robotics and a 4 credit math class.

#### SATURDAY PROGRAMS

- We also offer Saturday Academy classes in core academic areas to sophomores and juniors for four hours per day (9:00-1:00) for 14 weeks. We offer non-credit Regents exam preparation courses to any and all interested students in every area for which we have students enrolled in a Regents-level class. (p. 20 SIG)
- We offer a robust Saturday Regents Prep Tutorial Program. Students can invited to attend a 14-week Saturday Regents Prep tutoring program. This program will ensure that our students have the appropriate habits of mind, preparation, and stamina to be successful at achieving the college readiness benchmark of a 75 or higher on Regents examinations. The Saturday Regents Prep program will run for 14 weeks for 4 hours each day for 2 terms. (p.23 SIG)
- ENL Saturday Social Program offers three hours of English immersion, projects, and academic skills building.

Outreach will be made through call masters and letters (translated as needed), guidance and teacher phone calls, website postings and Datacation messaging.

### **Part 4 – ELT Program Implementation and Oversight**

#### **Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Assistant Principal of Guidance and Assistant Principals of Supervision; teachers and collaborative support from teacher teams in planning cohesive and rigorous extended day instruction.

#### **Part 4b.** Timeline for implementation and completion, including start and end dates.

Fall semester: First week in September 2015 to third week in January 2016.  
Spring semester: First week in February 2016 to the second week in June 2016.

### **Part 5 – ELT Budget and Resource Alignment**

#### **Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Teachers, one dean, one guidance counselor, college counselor, Central Queens Y/TDS-John Hopkins support after school and during Saturdays. Instructional materials include Regents Prep material, College Prep materials,

comprehensive course curricula and teacher created materials. Saturday Social requires a minimum of 2 to 3 teachers. ELT initiatives will be funded through ELT Renewal funding.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, as a result of implementation of a comprehensive ELT program focusing on increasing student achievement in ELA and math across all grades, and there will be a 2% increase in student scores on departmental interim assessments, as evidenced by data and scholarship reports in STARS. Progress will be monitored regularly through marking period grades in ELT courses (every six weeks).

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

TDS/Johns Hopkins efforts will focus on:

- Improving targeted period attendance from Fall 2014-2015 to Fall 2015-2016 by 3% as measured by ATS data.
- Implementing curriculum reflecting rigor and access for all students as measured by Regents Completion Rate increase of 5%.
- Increasing the 4-year graduation rate by 5% per year as measured by DOE data.
- Improving credit accumulation by 5 % per year as measured by DOE data.
- Increase parental satisfaction with school/home communication as measured by a 5% increase in positive responses to applicable questions on the DOE Parent Survey from 2014-15 to 2015-16.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

ENL/International Academy  
Freshman Academy  
Junior cusp students  
Senior cusp students

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. The Community School Director will be responsible for leading the successful implementation of Talent Development Secondary model approaches to improved student school performance through: effective staff leadership and organizational, instructional and curricular changes within the school that result in an improved climate and culture. The Facilitator is the primary liaison between Johns Hopkins University and the leadership and staff of the school, responsible for coordinating activities, services, and support (including use of the Early Warning Indicators (EWI) system to identify, develop, and implement. This process begins with a full needs assessment, collaborative analysis, and a co-interpretation.

2. JHU's Community School Director Provides professional development and job-embedded supports for multidisciplinary teacher teams responsible for implementing strategies, incentives and interventions regarding student attendance behavior and course performance. Facilitates each teacher team's implementation of a coordinated, coherent climate and culture plan that includes consistent expectations, and expanded curriculum in ELA and Math. Programs we can offer in conjunction with Algebra I include Transition to Advanced Math ( TAM ) ; students who enter the ninth grade four or more years below grade may enroll in the ALFA .

3. The CBO:

- a. Offers awareness sessions for teachers, and encourage staff participation in grade group meetings and use of the Early Warning Indicator (EWI) system.
- b. Establishes and facilitates team meetings dedicated to identifying students exhibiting one or more EWIs, identifying appropriate interventions, and revisiting these students at subsequent meetings.
- c. Identifies additional professional development (PD) needs through the meetings with the staff, the students, their families and the collaborative.
- d. Establishes, co-plans and leads semi-monthly collaborative meetings to ensure ongoing communication and coordination of efforts.

The Community School Director:

- a. Facilitates planning and enhancement of Career Academies
- b. Provides support for Freshman Seminar teachers and as well as school administrator(s)
- c. Takes the lead in planning/preparation of TDS events, activities (Report Card Conferences, back to school nights, celebratory assemblies, poetry nights, etc).

4. The Community School Coordinator:

- a. Provides regular accessibility to Early Warning Indicators (EWI) data (in user friendly formats) and other outcome measures, to teachers, collaborating partners and other stakeholders
- b. Establishes and maintains a system for receiving feedback and collecting data related to the delivery of Talent Development Secondary and Diplomas Now components
- c. Coordinates the development and regular updating of the school's Transformation Plan
- d. Develops and distributes program reports to school leadership, teacher teams and partners
- e. Prepares and distributes quarterly data collection surveys for TD Secondary
- f. Assists with evaluation activities and data-analyses
- g. Coordinates the administration of TDS Climate and Instructional Surveys

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

1. The TDS-John Hopkins Coordinator will oversee the implementation of TDS's contributions to the school, subject to supervision by the Principal.
2. TDS will work directly with Central Queens Y.
3. The TDS CBO Coordinator communicates regularly with the TDS Field Manager, Regional Director, and other TDS Staff to monitor school progress and discuss implementation strategies.
4. There will be ongoing monitoring of targeted CBO goals through the use of surveys to gauge impact of their initiatives. Their initiatives will be monitored by the SLT and the administration through data systems such as ATS, STARS, Datacation, and parental surveys.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

During the course of the Renewal Schools program, TDS will respond to the stated needs of the school leadership with regard to human and instructional resources. MVBHS's current split-session schedule will not change as a result of implementing the Community Schools program.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

Start date for this work begins with the signing of the CBO contract with DOE Central Office in early June, 2015, continuing for three years, as per contractual obligation.

**Section 8: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Below cutoff on ELA Regents, Credit Deficiency in ELA, Results on SRI, School-based assessment and inquiry/analysis teams	iLit (ISS), System 44, Read 180, and Castle Learning computer programs were purchased to support students that read at the elementary-middle school grade levels.	Small group Instruction, and one to one sessions during tutoring sessions	During the school day tutoring periods and Saturday school
<b>Mathematics</b>	Below cutoff on the Integrated Algebra Regents, Credit Deficiency in Math. School-based assessment and inquiry/analysis teams	Castle Learning, to support students with computations and other mathematical concepts.	Small group Instruction, and one to one sessions during tutoring sessions	During the school day tutoring periods and Saturday school
<b>Science</b>	Below cutoff on Science Regents exams, Credit Deficiency in Science. School-based assessment and inquiry/analysis teams	Castle Learning, to support student's comprehension scientific concepts	Small group Instruction, and one to one sessions during tutoring sessions	During the school day tutoring periods and Saturday school
<b>Social Studies</b>	Below cutoff on Social Studies Regents exams, Credit Deficiency in Global or US History. School-based assessment and inquiry/analysis teams	Castle Learning, to support 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 tutoring sessions	During the school day tutoring periods and Saturday school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselors provides academic reviews, classroom presentations, Graduation certification.	Resiliency Success Pathways to support the social and emotional needs of SWD's and ELL through two content	Small group Instruction, and one to one sessions during tutoring sessions	During the school day tutoring periods and Saturday school

	<p>School Psychologist administers psychological testing, reviews/approves IEP Annual Reviews, and Parent Conferences for IEP changes. Social Workers counsels at-risk students based on their IEP's. School-based assessment and inquiry/analysis teams.</p>	<p>areas. Full time clinical Social Work provides individual and group intervention for students in crisis</p>		
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## Section 9: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Network support/HR ensures hiring practices are aligned with NYCDOE expectations, NYSED, and Federal regulations. Every effort is made to ensure high quality instruction occurs in every classroom

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
We hired a team of coaches for professional development across disciplines from Teachers College, Columbia University. Scheduled activities include: professional development in CCLS-aligned curriculum development and instruction for all teachers, support for Teacher Inquiry Teams to enhance the use of the instructional cycle to insure coherence from grade to grade by setting goals for each subject in each grade to spiral learning, assistance in using performance tasks and strategies to norm grading with rubrics, support in adjusting classroom practice to meet the six instructional shifts in mathematics and literacy (appropriate and targeted literacy/mathematics instruction for all students; all instructional staff; success evaluated on the basis of course passing rates and interim assessment results in all classes).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Martin Van Buren is not a Targeted Assistance school.

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
MOSL selection and determination was decided in collaboration between Professional Learning/MOSL team and the Principal.

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	625,334.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	21,756.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,472,938.00		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

#### **School-Parent Compact (SPC) Template**

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

## **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

**III. Student Responsibilities:**

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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>10</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>6</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 2014-15 Instructional Expectations (CIE). We hold to the belief that high expectations, the CIEs 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 be run from 1:38PM to 3:14 on Wednesdays and Thursdays with content teacher and ESL teacher. The focus and rationale of the program centers around increasing the number of our ELLs passing Regents examinations in January 2014 and June 2015. 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 provide formative and post assessments. Prep courses to be co-taught with a licensed ESL teacher and content area teachers will be developed around ELA, Social Studies, Living Environment as well as in Earth Science. Test taking skills will be covered during sessions. For materials, we will utilize subject-specific materials, Castle Learning, content-area textbooks, Barrons Regents Let's Review series, and previous Regents examinations. Given that the small-group instruction is open to all grade levels, a dedicated supervisor is needed to oversee the program.

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.

In addition, there will be a Saturday Academy program facilitated by Tara Lallbachan, ESL Teacher, and Neal Nachman, a Living Environment teacher, running from 9 AM - 12 PM with a focus on conversation and academic language acquisition. The sessions will be open to all ELLs and former ELLs with a focus on the 50 beginners and approximately 20 Intermediate/Advanced supporters. The students will be paired based on levels and native language (beginner level with intermediate or advanced). They will have discussion guidelines and academic vocabulary to practice. They will have set times to work on projects and extension activities that support their classroom learning. Students will also use the Mac Labs and PC labs to increase their ability to utilize technology and ELL support software. We are also looking into a Kaplan Skills program.

There will be blocks of time devoted to cultural awareness, academic vocabulary, content building, buddy tutoring and discussion time.

The 360 hours of persession will go towards 3 teachers x 3.5 hours on Saturdays and 5.5 hours towards after school tutoring.

The start date for the program will be November 2014.

The end date for the program will be June 2015.

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 (Living Environment and Earth Science), 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: During our Professional learning period that occur weekly, every Tuesday, we are reviewing best practices for push-in teaching (new to ESL teachers and content teachers this year) and how to scaffold for the ESL learner. Materials from EngageNY are being researched, utilized and discussed.

- In addition, PDs for the teachers will be available throughout the year (as presented by the network and DOE) for teachers to attend and to then turnkey information during our Common Planning Time. We are planning for a SIOP training.

- The focus for PDs are Identifying our ELLS, Scaffolding for ELLS, Resources for ELLS, Computer programs to support ELLS, Leveling texts for ELLS, and Building Academic Vocabulary

### 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 Spanish and French, our dominant languages). 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 workshops and parent meetings.

Schedule and duration: Parent Teacher Conferences on November 5, 2014 and November 7, 2014.

Monthly meetings: Saturday meetings after student sessions November 2014 - June 2015

Topics to be covered on November 5 and November 7:

Getting translators/Lunch Applications/Logging onto Skedula/ARIS/Schools.nyc.gov

Our focus for Saturday classes is to engage students and parents to increase awareness, development and involvement with the school and academics. To this end, we will have monthly trips to museums, colleges and theaters as well as having pot lucks and interactive events.

Topics and Activities to be covered during Saturday Sessions

1. Immigration Support (legal services): 11/22

2. Supporting the ELL students with homework (Skedula in your native language): 12/13

3. ELL students, families and culture shock/Pot Luck: 1/10

4. Learning English/Computer Support Programs and the Queens Library: 1/24

5. Going to a Show: 2/28

6. Museum of Natural History/Global Regents treasure hunt: 3/14

**Part D: Parental Engagement Activities**

7. LIJ Health Services: 4/18

8. Getting Ready for College (Visit a Campus): 5/23

Alternate or additional plan for Statue of Liberty trip possible

Names of Providers:

Ms. McNally, Licensed ESL teacher and ELL Coordinator at Martin Van Buren High School will be in charge of scheduling translators and meetings with parents.

Ms. Abolafia, Assistant Principal of ESL (I.A.)

Two additional licensed ESL teachers: Ms. Vargas, Ms. Lallbachan

Content Teachers: Neal Nachman (science) and rotating content teachers

Parents will be notified by letter in French, 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: \$ \_\_\_\_\_

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"> <li>Per session</li> <li>Per diem</li> </ul>	<u>20851 / 2052</u>	<u>These moneys are allotted for small group instruction and supervision. The per diem money is for attending PDs and Best Practices High Schools</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>426</u>	<u>Kaplan PD</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>6828</u>	<u>Kaplan Materials Levelled texts</u>
Educational Software (Object Code 199)	<u>0</u>	<u>0</u>
Travel	<u>800</u>	<u>As needed buses (from trip funding)</u>
Other	_____	_____
<b>TOTAL</b>	<b><u>30,957</u></b>	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>26</b>	Borough <b>Queens</b>	School Number <b>435</b>
School Name <b>Martin Van Buren High School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Sam Sochet</b>	Assistant Principal <b>Shoshana Abolafia</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Madeline McNally</b>	School Counselor <b>Marina Deletrain</b>
Teacher/Subject Area <b>Michael Rosenberg</b>	Parent <b>Kulwinder Pal</b>
Teacher/Subject Area <b>Neal Nachman</b>	Parent Coordinator <b>Russell Chew</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1591</b>	Total number of ELLs	<b>168</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	168	<b>Newcomers</b> (ELLs receiving service 0-3 years)	139	<b>ELL Students with Disabilities</b>	17
<b>SIFE</b>	13	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	139	8	4	15	3	3	12	1	10		0
<b>Total</b>	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 3

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

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

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	11	9	8	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										7	7	5	16	0
Urdu										1	6	3	6	0
Arabic										4	3	1	0	0
Haitian										8	9	7	2	0
French										1	1	0	0	0
Korean										0	0	0	0	0
Punjabi										4	9	4	5	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										5	6	5	8	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										14	11	1		0
<b>Emerging</b> (Low Intermediate)										2	13	8	4	0
<b>Transitioning</b> (High Intermediate)										7	3	3	2	0
<b>Expanding</b> (Advanced)										16	17	18	9	0
<b>Commanding</b> (Proficient)										13	9	12	10	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total												8	8	0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										6	3	6	6	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	107	0	58	0
Integrated Algebra/CC Algebra	53	22	1	9
Geometry/CC Algebra	50	0	18	0
Algebra 2/Trigonometry	8	0	1	0
Math _____				
Chemistry				
Earth Science				
Living Environment	93	12	16	2
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	131	32	30	6
Geography				
US History and Government	72	15	27	2
LOTE				
Government				
Other <u>Bengali</u>		1		1
Other <u>Spanish</u>				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - Martin Van Buren is a large comprehensive high school that offers academic and college and career ready programs to all of its students. We have 1591 students, 151 of which are Entering through Expanding (9.49%). We have 55 students that are in Commanding (Former ELLs) receiving the additional instructional support regulated by Part 154, as well as ELL testing accommodations. We use NYSESLAT, NYSITELL, New York State 8th grade ELA scores to assess early literacy skills of our new ELLs. Most often, the data provides us with student specific insight as well as reinforcing the awareness that our students need additional assistance in ELA, specifically in reading comprehension, basic writing structure and capacity to build sentences into content based responses that become paragraphs and essays. We also use the Scholastic Reading Inventory and teacher created CCSS aligned baselines with varying Lexile levels, to see proficiency based on Common Core Learning Standards in both literature and informational texts. This helps inform our instruction plan by allowing us to create benchmarks and goals for the students. This year the students will be working with leveled independent reading texts, myON online library, and audio books to build their reading comprehension skills. Entering and Emerging will be using Scholastic Read 180 and System 44 software.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - Based on our prior data it is revealed that students score higher in the Listening and Speaking and lower in Reading and Writing. This indicates that there must be a stronger focus on reading comprehension and eliciting written responses. Most of our students who are administered the NYSITELL either test out or are Entering or Emerging levels. On the May 2015 NYSESLAT 29.07% of our students scored proficient, showing greater growth than in past years. We met our AMAO 2 goal last year for students progressing. With the change of the NYSESLAT from the Beginner, Intermediate, Advanced and Proficient it is difficult to do a comparative analysis regarding growth. Our teachers feel that the test represents their current levels and the data shows the students mainly staying within the same ranges but at the higher end (i.e. Beginner 2014 = Emerging 2015). The Regents data indicated the need for more structured support to help our ELLs achieve success. To that end we created a ENL Small Learning Community geared towards streamlining delivery of content, strategies, and guidance to help the students achieve proficiency in language acquisition and content.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
3. We will be using the AMAO tracker to track our students by grade level, ENL level and attendance to see where there are gaps and where they need supports. We can target their levels by NYSESLAT scores. We adapt instruction based on factors including Regents exams that they are borderline in passing, and their level of proficiencies. We are looking closely at our at-risk students for graduation, our long-term ELLs, and the students that will benefit from the 4+1 Regents graduation modification. The Amao TRACKER indicates that we had 29.07% of NYSESLAT test takers achieve Commanding proficiency in 2015. We currently have no data for AMAO 1 in our AMAO tracker. When it is available we will respond and update our interventions as needed.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
- A. The students who choose to take the exams in their home language fare, on average, better than students who use glossaries and take them in English (June 2013-2014 data compared to June 2014-2015 data). This indicates that the students may be lacking academic language in both their home languages and English. Primarily spanish-speaking students choose to use home language exams. We are transitioning to having our Entering, Emerging and Transitioning students practice translating exam questions into their home language or using that asa teacher's classroom starting point.
- B. Based on their prior assessments, MVB moved towards creating an ENL SLC, teachers collaborate to strategically target student needs based on assessments, interviews and classroom lessons. Based on Regents scores and teacher input we create extended learning times and supplemental classes to support the students. In the classrooms, students are being encouraged to use home language supports.
- C. We learn that they are missing academic language and content understanding. We have been improving the students awareness of language in their home language and English through the extensive use of glossaries and home language assessments. Furthermore, we are working on a comprehensive language glossary with translations sheet to help our Entering and Emerging students communicate. We are tracking their reading levels using the Scholastic Reading Inventory and adjusting lessons and modules based on the data.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
- All ENL teachers and Content teachers use scaffolding and differentiated that is structured into their daily lesson plans. Lessons are modified for all levels of ENLs in the content classes. Teachers have been given EngageNY resources as well as SIOP workbooks and training for differentiation.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- After reviewing Regents data, classroom grades, attendance, and College Readiness, we decided to move to a Small Learning Community to better target and meet the needs of our ENL students. Although they are improving based on NYSESLAT scores, indicating that they are acquiring new language skills, they need to receive more streamlined modes of instruction to build academic capacity. We evaluate the success of the ELLs based on Regents completion, graduation rate, attendance, teacher input, interem and final assessment pieces and student feedback.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
  - Upon entry into our school, all new admits are interviewed by our ENL Coordinator Madeline McNally. Mrs. McNally assists parents in completing the Home Language Survey. Parents/Guardians who do not speak English and do not have their own translator are then provided with translation services by Ms. Devi (Punjabi, Hindi, Urdu and Farsi), Mr. Longwell-Stevens or Ms.

Deletrain(French), Ms. Recinos and Diana Cevallos (Spanish), Ms. Toussaint (French-Creole), Ms. Recinos (Spanish), Ms. Samina Youssef (Bengali/on sick leave), Google Translate is used at times, as well as placing a phone call to the translation office in order to provide an explanation. Parents complete The Home Language Surveys in their preferred language. Based on the responses, if a language other than English is the primary language Mrs. McNally administers the NYSITELL exam within the first ten days of entry into our school. Students are tested in a classroom setting and administered the Listening, Reading and Writing components. For the Speaking component, students are individually tested in an isolated area separate from all other test takers. For students whose home language is Spanish, in addition to the NYSITELL they are also given the Spanish LAB by Ms. Ana Recinos. We added computers to our main office this year so that students and families could watch the placement videos and choose the program they want their instruction in. This was in a response to the extended length of time it takes to administer, scan and score the NYSITELL and the gaps in family responses to choosing an instructional plan after the child has been registered into the school.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If there is an indication that a student is a SIFE, a SIFE questionnaire will be completed for the individual students. Student are administered the questionnaire in the native language in order to assess literacy skills in their home language. When students are suspected of having interrupted/inconsistent education, they are privately interviewed and given supplemental work.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The team that responds to students with IEPs and SIFE needs are the AP of ISS, Dr. Carolyn Tyson; Doris Chite, school psychologist; ESL Coordinator, Madeline McNally; and parent. In the past three years we had three ISS students who were not part of the HES school at Martin Van Buren. The HES students are registered through District 75 and are in the HES program and ENL classes with sign language interpreters. If a student is deemed ENL (and while we are waiting to test and place) and is an ISS student they are placed in the least restrictive environment and placed in ENL classes.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All letters are pre-printed in all the languages provided. After testing is completed, all exams are scanned through ATS. On the following day Mrs. McNally prints the RLCB report for all updated results. Letters are then immediately filled out and given to the students. A copy of the original Entitlement and Non-Entitlement letter is kept in the student's comprehensive file in the Main Office. In addition, Mrs. McNally in Room 135 places a secondary copy in a file under the student's name.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the parent orientation meeting, Mrs. McNally reviews the entitlement letter with parents/guardian. Parents are provided with an explanation of their right have their child's ELL status reviewed and reassessed within forty five days of enrollment at our school. Parents are provided with forms in their preferred language. All copies are retained in the student's comprehensive record in the Main Office, and Mrs. McNally in Room 135 retains a secondary copy.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Upon initial intake, parents are provided with the English Language Learners Brochure in their preferred language. At orientation, parents review the information from the brochure. Computers have been set up in the Main Office so parents can watch the ENL language instruction video in a language of their choice. Mrs. McNally discusses parent options and program selection. Parents are then informed that if a school does not offer the program of choice the child will be placed in the program offered at our school, while the guidance counselor, Ms. Marina Deletrain, works with the Department of Education to provide the child with a transfer to a program of their choosing. All parent surveys are retained in the comprehensive file, and a secondary copy is retained by Mrs. McNally.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At Orientation, parents are provided with the parent survey form in their preferred language. During the orientation any parent who completes and wishes to hand in the form can do so at that time. Otherwise parents can return the form by the end of the week. Parents are advised that if forms are not returned, then their child may be placed in a bilingual program (DL or TBE), or a Freestanding ENL program. Parents are informed that MVB only offers the Freestanding ENL Program. Once the form is returned to Mrs. McNally, the ELPC screen is completed for the individual student. All forms are retained in the student's cumulative folder, and Mrs. McNally retains a secondary copy.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Mrs. McNally is responsible for the collection of the Parent Survey forms. When forms are not returned, a Default Program Placement Letter is sent to parents in their preferred language indicating that no choice was made and the student will be placed in the schools

Freestanding ENL Program. A copy of the form is placed in the student's cumulative folder, and Mrs. McNally retains a secondary copy.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the parent survey is completed and returned to Mrs. McNally, a parent placement letter is provided in the preferred language to the parent/guardian. A copy of the original is placed in the student's cumulative folder, and Mrs. McNally retains a secondary copy.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documents given to ELLs are copied. The original copy is placed in the student's cumulative file, and Mrs. McNally, the ENL Coordinator, retains a secondary copy. The copies are retained in her office in a locked file cabinet.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
All students who are active ELLs are administered the NYSESLAT exam. The RLAT report is printed and a program is set up. The program indicates time, location and test type to be administered. Letters are mailed home to parents two months before the exam advising the parents about the upcoming dates for all four part of the exam. Proctors are assigned to individual classrooms during test taking and all exams are returned to a secured location upon completion.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued Entitled letters are sent home to parents in their preferred language within the first five days of school. A copy is retained in the student's cumulative file, and Mrs. McNally retains a secondary copy.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Parents are given the program choice in their preferred language. At Martin Van Buren over the past three years three families requested Bilingual. The families were given the option of contacting Office of Enrollment to place their child in a school that offers their preferred program. Given the diversity of languages spoken within our ENL population and lack of interest on other programs, our school will continue to offer only freestanding ENL.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
The ESL students are in a Small Learning Community. ENL students are grouped based on proficiency and contiguous grade levels for their ELA and stand alone ENL classes. We offer freestanding and integrated ENL classes based on levels. In efforts to help build our students capacity, we offer more than the designated amount of ENL minutes to all of our ELLs and Commanding students.  
The students are programmed based on their grade level, NYSITELL and/or NYSESLAT scores. Raj Chattoo, A.P. PPS and Shoshana Abolafia, A.P. ELA and ENL conduct the supervision of programming classes for the ELLs. Marina Deletrain, guidance counselor, does the programming and Madeline McNally, ESL Coordinator, checks minutes and levels.  
Entering: Receive two consecutive period of ENL with a licensed ENL teacher  
9th grade receives a double period Global History Class with a push-in for one period with Ms. Recinos, an ESL teacher.  
Grades 10-12 receive a cotaught ELA class that has an ELA licensed teacher and an ENL teacher.  
Emerging: Student receive a stand-alone ENL class by grade levels, following the Part 154 they are grouped by two contiguous grade levels, 9 and 10, 11 and 12.  
Students also have daily ELA classes co-taught with an ENL teacher.  
Transitioning: Students receive a stand-alone ENL class by grade levels, following the Part 154 they are grouped by two contiguous grade levels, 9 and 10, 11 and 12.  
Students also have daily ELA classes co-taught with an ENL teacher.

Expanding: Students have co-taught classes in ELA with two contiguous grade levels, 9 and 10, 11 and 12. The students have an ENL and ELA teacher providing instruction five days a week.

Commanding: Students have co-taught classes in ELA with two contiguous grade levels, 9 and 10, 11 and 12. The students have an ENL and ELA teacher providing instruction five days a week.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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

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

All students are programmed based on the BESIS minute needs following the CR Part 154-2 ENL Units of study. All minutes reported below are weekly minutes. Martin Van Buren has 47 minute class sessions.

Entering receive 470 minutes of stand-alone ENL class time. The ninth graders receive 235 minutes of push-in ENL in Global History and grades 10 through 12 receive 235 minutes of push-in in the ENL classes

Emerging, Transitioning and Expanding receive a total of 470 minutes a week with instruction with an ENL teacher. They receive 235 minutes in a stand-alone class and another 235 minutes in a co-taught ELA class.

Commanding students receive 235 minutes of ENL teacher support in a co-taught ELA class.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All classes are delivered in English. Students are given scaffolded work with glossaries and available translations, we use the Regents glossaries and home language exams. Classrooms are equipped with SmartBoards or LCD projectors to facilitate sheltered instruction through the use of visual aids and to supplement/enrich instruction. Entering, Emerging and Transitioning teachers use total physical response to help guide students and support communication. Students are buddied or grouped with a same language (when available) and higher proficiency-level students to facilitate guidance where there is low language acquisition. We are using the Frayer Model, RACES writing outline, WITsi for strategic inquiry and the WIT “because, but and so” sentence structures to move our students through the writing process with a structure they can follow and use in all disciplines. This aligns with our school’s instructional focus of using multiple methods and providing scaffolding and feedback to help our students make evidence-based claims. The ENL teacher supports the content and initiatives by offering differentiated scaffolding, graphic organizers, cultural and language insights, while supporting the basic language content. The teachers are using the students’ native languages as a support this year by allowing less proficient students to translate questions and then work towards acquiring the content and language needed to answer the questions. The ENL SLC is also practicing reciprocal teaching to help students understand tasks and skills needed. This method is aligned with the CCLS in Speaking and Listening in addition to the CC goal of knowing what you are learning and why.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

4. We administer Regents Exams that are offered in the students native/preferred language. For teacher created assessments we offer the students key vocabulary words translated through the use of NYSED Regents glossaries, Regents exams, teacher made exams, and dictionaries. This year we are focusing on translating the tasks for our less proficient ELLs, as their starting point. Through the use of internet devices, we are using, in various degrees, Google Translate as a means to translate concepts and student and teacher responses. As stated earlier, this year the teachers are guiding the less proficient students to translate topics and questions and work towards answering them. A goal for this year is to have specific assessments translated by the Translation and Interpretation Unit.

In order to better identify ELLs who may be SIFE or need Instructional Support Services, we are having students write a small writing sample that will be reviewed to see level of proficiency in their native language. We will follow up by contacting the family after having the sample interpreted by a staff member or the Translation and Interpretation Unit to decide on next steps.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Our assessments throughout the building include all four modalities. MVBs Best Practices includes the practice of all four modalities daily in lessons. The ENL teachers use the NYSESLAT rubric with the students to gauge their progress. The ENL SLC has been made familiar with the rubric to use in their own classes as a way to gauge language and content. The content teachers, based on student, content and level, use their respective Regents rubrics to grade students on written work. Formative assessments that are used daily include total physical responses to gauge understanding; Think-Jot-Pair-Share, which assesses the four modalities; and quick writes which range from a few words to a sentence to a paragraph. Our focus for this year will be using the WITsi “because, but, so” sentences to assess content and sentence skills on a daily basis in Social Studies, ENL and ELA.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
- a. SIFE - We do not have students who are self identified as SIFE. We differentiate for those who we deem as possible SIFE with age relevant on-level supplemental written and reading tasks. They also receive Scholastic System 44/Read 180 classes. We currently have nine students identified as SIFE students. They receive classroom support, Kate Kinsella's Academic Vocabulary Toolkit interventions, Saturday classes, Extended Learning Time classes and when their schedule allows they are part of the Saturday Social, an enrichment program for ELLs. We also offer peer tutoring through the Scholars program, teacher led tutoring during their sixth period lunch and technology support in classes.
  - b. Newcomers - Smaller class sizes, Scholastic System 44 classes with access to the full library, myON library services, language enrichment services and extended learning time to promote language acquisition and cultural enrichment. These students have a double period ENL teacher who works on building their language skills and communicating with the school at large by creating usable glossaries for the school. We program all Newcomers who do not have a Saturday class into our Saturday Social and our Thursday and Friday Intro to Drama classes where they work on communication language and Kinsella's Academic Vocabulary. The Saturday Social also serves as an exposure program where they go on trips to museums and conduct project based learning.
  - c. Developing - They receive resources to promote their academic Vocabulary and CCSS aligned proficiency. They are given a rigorous course schedule with supplemental services, Extended Learning Time and Saturday support classes, as needed.
  - d. Long Term - this year they will be using the Academic Vocabulary Toolkit and receiving support in their Extended Learning Time and supplemental classes.
  - e. E. Former ELLs - They continue to receive their testing accommodations and support. Our Commanding students are in an ENL class co-taught by an ESL and ELA teacher. They are given the most rigorous schedule with language supports. They also receive the testing accommodations they are entitled to for the following two years. Students who are Commanding and F-ELLs are also programmed, when achievable, into our Saturday Social programs in ELA and Science.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
    7. The reidentification would begin with a written request from a parent/guardian or a student 18 years of age. The ESL Coordinator, Madeline McNally will review all the initial documentation relating to the initial language and services identification. If it is revealed that the student has language acquisition issues, we may administer the NYSITELL. We would not give a student the NYSITELL twice. If there were any further questions regarding a specific case we would also contact our Senior ELL Compliance Officer.
  8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
    8. Teachers use academic questions and content that is broken down and scaffolded through the use of skill building, language level variation, and visual aids to ensure that there are multiple entry points for the students to acquire information and develop skills. In addition, teachers will train on developing common assessments and rubrics that allow for actionable feedback and student self-assessment. We use System 44/Read 180 in our Entering classes; myON for Independent Reading that provides leveled text as well as bilingual texts; site words; sentence stems for oral and written communication; glossaries and dictionaries are provided in every class to every student with repeated lessons on how to use them; adapted texts are taught with an adherence to the CCLS and Regents assessments; use of graphic organizers that are used through the whole SLC and shared with eth ISS teachers that include the Frayer model for activating schema and building relationships; RACES method for writing (Restate the question/Answer the parts of the question/Cite/Explain/Summarize); lesson structure and stems for accountable talk and writing.  
We do not have students who are mandated for a bilingual program. We have used language paras in classrooms when the IEP mandated one.
  9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
    9. We ensure that students are given the most supportive program while adhering to the ISS classification and ELL standing based on their NYSESLAT scores. This year we made sure ELL placement was checked through the SWD guidance counselor, Alexandra Pugliese; the ESL guidance counselor Marina Deletrain and the ESL Coordinator, Madeline McNally.

Chart

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

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

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

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



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

Chart

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

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

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

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

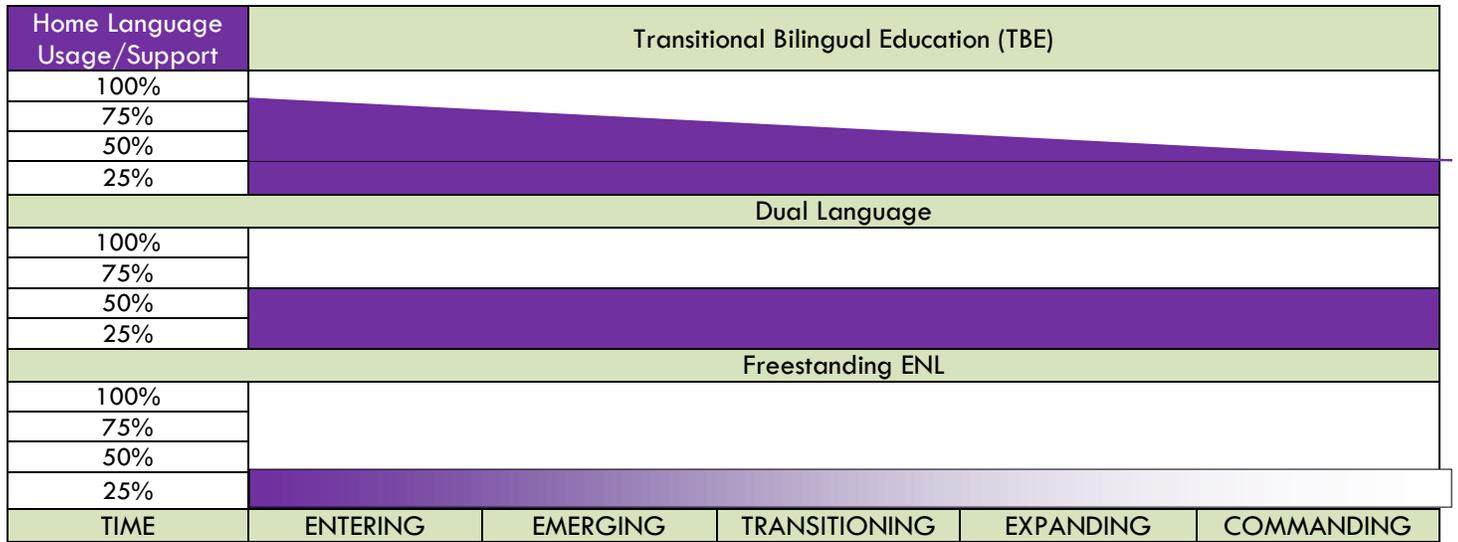


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
10. All ELLs are programmed for daily after school (ELT), and Saturday intervention programs in all content subjects. The additional classes are placed on all student programs, the classes require attendance by the student. Students who are less-proficient will have supplemental English classes as support.
- We offer targeted interventions for students regarding credit accumulation by placing them in classes during their extended learning time in Math, Social Studies, Science and ELA. We follow up on those interventions by giving the students and teachers individualized supports based on the students' needs and ENL level. We programmed students for the Saturday Social programs in ELA and Science for those who need the Living Environment or Earth Science Regents and for all Entering and Emerging students who were not taking a credit bearing Saturday class. The school set up an ENL Introduction to Drama non credit bearing class that is held two hours weekly on Thursday and Friday where students are creating plays, working on dialogue, speaking, acting and emoting. There are targeted students who are in the Princeton Review SAT Prep and College Edge programs run through the Central Queens Y on Thursdays and Fridays.
- We are using the AMAO tracker as well as the Early Warning Indicators system facilitated by our CBO TDS to track and monitor out at-risk students who are struggling with attendance, academics and/or socio-emotionally.
- We will be using WITsi's "because, but and so" as well as other WITsi strategies to help bolster writing across content areas. We will also be using the strategic inquiry portion to track the writing and instructional implications of twenty ELLs that range from Emerging to Expanding.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This year is the first year we are implementing the ENL SLC with a dedicated group of twelve teachers who cover core content and ESL classes. This was an outgrowth of looking at the data deficiencies in ELA, Science, Global and US History Regents scores. Math Regents had the highest passing rate for ELLs prior to the Common Core Exam. The current model has an ENL teacher in planning teams and buddied with 2 content teachers to help their lesson planning and language skill building in the classroom. The teachers are using similar methods to deliver instruction, similar rubrics to assess instruction and focusing on the same academic vocabulary. So far in a Global class and a US History class, teachers showed data that indicated a 10% rise in answering of lesson-specific Regents questions which were attributed to use of the Frayer model in activities that added to students' ability to transpose knowledge of Tier II vocabulary. The SLC is working towards building on the Tier I to Tier II words this year to improve content comprehension.
- In the SLC the teachers know their ELLs because they are classed together. In situations where a student is in a class outside of the SLC teachers, the teachers have access through Skedula to see their students levels and their ELL status. Departmental APs distributed lists to teachers in the beginning of the year and after equalization that show each students' status. All teachers have been offered and given glossaries for their students as well as supports through the AP, Ms. Abolafia, and the ENL Coordinator, Mrs. McNally.
12. What new programs or improvements will be considered for the upcoming school year?
- This year we are using the Small Learning Community model to ensure better tracking and supporting of our ELLs. We are looking towards adding a stronger language acquisition program for our Entering and Emerging students. We will also be using elements of Kate Kinsella's Academic Vocabulary Toolkit, Literacy Design Collaborative and WITsi to promote writing skills.
13. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students at MVB have access to all school programs. ELLs who are not in Saturday credited classes are enrolled in Saturday Social which is Title III funded. They have language enrichment, science focused review, trips and computer skill building. Students receive small-group instruction and after school wraparound services based on their academic needs. We hold an International Festival that is largely supported by the ENL students; students are part of various clubs, teams and leadership activities. Students also receive peer tutoring through our Scholars program. All eligible ELLs are encouraged to participate in College Readiness programs including QCC Cluster classes, College Now, College Focus, and SAT prep classes. We recruit in their ELA classes to ensure that all students receive proper notification. To help recruitment and parent engagement we send messages through Pupilpath in translated languages specified by the parents.
- In the extracurricular dance program 85% of the students who performed were ELLs. In Robotics there are 5 ELLs. In College Focus Math there is 8% ELL representation; in College focus ELA there is 15% ELL representation.
- Students who have an 85 average are recruited and invited to be Scholars or Leaders and have a designated code. They serve as ambassadors for the school and participate in community service activities.
- On sport teams, students are recruited in their physical education classes, by teammates and by coaches. Students are encouraged to see their guidance counselor if they are interested in an extracurricular activity. In most sports, 10% of the team members are ELLs.

ELL participation has not been limited by language proficiency.

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

All ENL classrooms, for all levels, have SmartBoards and access to laptop carts.

The Entering ENL class has a dedicated classroom with an LCD projector, laptop cart and online Scholastic Read 180/Sysstem 44 software access. They also utilize the myON.com program for leveled reading.

The dedicated Global/U.S. History class has a set of Samsung tablets and a SmartBoard. The dedicated math teacher has a SmartBoard as do the science teachers and the U.S. History teacher. All teachers have access to the computer rooms and their printers. Teachers reserve the computer rooms in advance. Both ELA teachers have SmartBoards and access to the Samsung tablets as well as laptop carts to aid in project based learning and sheltered instruction. These material sare used for all levels. Students may use their phones and the tablets as translation resources. Students have been using an app that translates worksheets. Teachers are using this resource at varying levels based on the supports the student needs, as correlated with their ENL levels.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We only offer an ENL program. We deliver all content in English and offer multiple paths to translate and acquire language. Native language is used in Emerging to help build Tier I vocabulary and then to help understand content revealed in Tier II vocabulary. Teachers utilize all translation methods to assist in delivering content and use buddy system grouping that involves two students with same language (when able) and a more proficient students to guide reciprocal teaching. Questions on assessments and responses may be delivered in a student's home language and exams may be given in translated form.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ELL Coordinator, guidance counselor, AP, program chair, teachers, students and parents are all involved in ensuring that the students are receiving the services and resources they need.

We review our new students prior school transcripts to see where they belong based on their age and ENL level. If needed they are put into different grade cohorts if transcripts are missing and if they are Entering or Emerging. It depends on where the Office of Enrollment places them.

We follow curriculum based on the grade levels they are placed in and offer scaffolded reading and writing based on each of the students' needs.

Based on grade level students are guided through the college readiness process and create goals that follow to meet their College and Career Readiness personalized goals.

We place our students based on their age, cohort, grade level and NYSESLAT or NYSITELL score and provide them with the BESIS minutes and supports regulated by Part 154. The ELA and ENL classes are grade banded by contiguous grades for ELA and proficiency for ENL.

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

This year we had a Freshman Kickoff for our new students. ESL teachers were present and facilitated workshops. In their Entering/Emerging ENL classes they are given orientations and guides for adapting to the new building. Teachers create buddies for our newcomers and have an adult connection with a teacher that they know they can go to with any questions. the ENL Coordinator, Mrs. McNally gives an orientation to all Newcomers and their parents. We held a Parent Capacity Building Workshop and invited all the ELL parents through translated invitation with RSVPs held on September 30th and facilitated through PlazaK12. We held a Saturday follow up informational Orientation for new admittance families where we reviewed the programs and offered at home supports and ways for families to learn English in the community.

The ENL Coordinator and AP coordinates the events with the support of the SLC teachers and the guidance counselor.

19. What language electives are offered to ELLs?

Spanish and French

20. For schools with dual language programs:

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

Paste response to question here:



## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. The calendar for Professional Development is weekly with Monday being Professional Development that is led within a department or an SLC (9th grade or ENL). Tuesdays are spent in team meetings where teachers develop content and lessons applying and adapting learning from Monday's Professional Development. Monthly, Mr. Sochet, the principal, holds faculty seminars that are held during the day. In the 2014-2015 school year the focus in Faculty Seminars corresponded to the Danielson/HEDI framework in Components 3.b, 3.c, 3.d, and promoting best practices for meeting the needs of our diverse learners. All teachers, APs, guidance counselors, and related service providers attend one of the eight sessions. In the 2015-2016 school year the Faculty Seminar will be devoted to using the WITsi strategies and meeting Common Core Standards; teachers will share work and follow an inquiry process for looking at student work. This year's Instructional Focus is "If teachers monitor student progress to differentiate instruction and provide timely, actionable feedback to students, then students will be able to communicate evidence-based claims in writing across all disciplines." The goal is for teachers to have continual professional learning to support students in making evidence scaffolding and giving actionable feedback to improve cite/evidence based claims. School-wide, the teachers have been using close read and annotation method that are in the ELA EngageNY modules, to build capacity for all levels of student to improve their reading, citing evidence and discussion. Our Professional Developments reference and focus on these goals.

In the ENL SLC the teachers Tara Lallbachan(ENL), Madeline McNally(ENL), Danielle Vargas(ENL), Ana Recinos(ENL), Michael Rosenberg (SS), Declan Reidy (SS), Jocelyn Pinero (math), Helen Yoo (ELA), Michelle Turman (ELA), Neal Nachman (science), Monika Vora (science), Dan Rubin (science), Marina Deletrain (guidance counselor), and Shoshana Abolafia (AP ENL & ELA), have Professional learnings on Mondays where we look at research, student work, SLOP models, EngageNY, WITsi strategies, and use inquiry, and relate our learning to our professional practice. Teachers give presentations on what works in their classes and how we can improve our instruction and student capacity. On Tuesdays the teachers meet to coplan with an ENL teacher guiding delivery of instruction; this is facilitated by AP Abolafia. On Thursdays the ENL SLC conducts Early Warning Indicator Meetings, this is facilitated by TDS Community School Director, Ann Marie Ginsberg. Teachers practice using PRIM to create interventions for students who are exhibiting at-risk behaviors.

For the 2015-2016 school year, we were initially going to use Literacy Design Collaborative as the model for unit planning in all departments. The ELA department, social studies teacher Shane Sweeting and ENL teachers Danielle Vargas and Tara Lallbachan went to the one day training in August. We initially began with that model and then moved to WITsi in mid-September. The professional development for WITsi involves 17 trainings for Strategic Inquiry (10/23, 11/6, 11/13, 12/4, 12/11, 1/15, 2/5, 3/4, 4/1, 5/6, 5/20, 6/3), Danielle Vargas (ENL) is the lead for Strategic Inquiry in ENL and attend the sessions with Ms. Abolafia who is serving as a co-facilitator in ENL and 11th grade Strategic Inquiry with Ms. Lachan(ELA). Ms. Dunworth attends as the lead for the 9th grade Strategic Inquiry team. Teachers are also attending the WIT, Writing is Thinking, trainings. Ms. Pappas (science), Ms. Hahl (SS), Ms. Dunworth (ELA), Ms. Vargas (ENL), Mr. Rosenberg (SS teaching ENL students), Ms. Lochan (ELA), and Ms. Abolafia (ELA) will attend the four WIT trainings on the following dates: October 27th, November 23rd, December 21st, and March 22nd.

ELA teacher Camille Toma and ISS teacher Sonia DelSignore Viola attend the EngageNY ELA curriculum trainings that are held throughout the year. They have attended the 10/14 and 11/3 sessions and turnkey the information to the ELA and ENL departments in our professional learning meetings and we modify in our sessions based on our ELL population's needs. They will be attending on the following dates: 11/3, 1/13, 2/1, 3/16, 4/13, 5/11.

All teachers, paraprofessionals, School Safety Agents, APs, psychologists, related service providers and secretaries are sent updates for working with ELLs and how to respond to a student with low proficiency outside of the classroom. Ms. McNally and Ms. Abolafia sent out the Translation Unit's information for all staff to utilize and hung posters in the building of common phrases translated in the students' home language and phonetically to ease communication.

During our DOE determined professional development days there are sessions that include ways to support ELLS, including best practices and how to ensure they are receiving their accommodations. Ms. Deletrain, the ENL guidance counselor, along with grade level guidance counselors did push-ins into every department meeting in the month of October to review interventions and addressing the needs and progress of the ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All of the ENL SLC teachers have reviewed together in team meetings the ENL scaffolding materials that are on EngageNY. Teachers have adapted lessons to use in their own classrooms.

In ELA, ELA teacher, Camille Toma, and ISS teacher, Sonia DelSignore Viola, attend the EngageNY ELA curriculum trainings that are held throughout the year (11/3, 1/13, 2/1, 3/16, 4/13, 5/11). They have attended the 10/14 session and turnkeyed the information to the ELA and ENL departments in our professional learning meetings. We modify and adapt the curriculum in our sessions based on our ELL population's needs.

We are using WITsi with our ENL students to support the writing of the students and help them achieve writing proficiency on the NYSESLAT and Regents exams.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We had a Freshman Kickoff and Orientation. We have a 9<sup>th</sup> grade and ENL SLC with dedicated teachers and space. The ENL wing is on the first floor with only upper grades and science having classes on the second floor. The students have common teachers and guidance counselors that support the students adjustment.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In the ENL SLC, teachers meet every Monday for professional development. All teachers receive ELL support and best practices information, usually created by ENL teachers and supported by the AP, Shoshana Abolafia. Agendas, meeting minutes and sign-in sheets are kept in the SLC folder in Room 152 and in Google.Drive. The ENL SLC meets weekly for ENL-specific professional learnings regarding improving comprehension in both reading and listening, structured ways to respond in writing and and methods to deliver content and skills to our students. Teachers are leading discussions on ways embed grade-level reading comprehension, critical reading, and evidence-based writing skills into WIT lessons and activities.

Faculty Seminars, which are held for 47 minutes monthly, have sign-in sheets and agendas that are kept on file in the Principal's Office, Room 111.

### C. Parental Involvement

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

Letters are sent home to parents at the beginning of the school year. In the letter, the parents are provided with information that includes teacher contacts, school website and student PupilPath log-ons. In addition, the Entitlement letters indicate the student's continuation of services based on the most recent NYSELAT scores. Individual teachers send out classroom contracts. Indicated on the contracts are class requirements, student responsibilities and a general syllabus. Students as well as parents are required to sign the contracts and return them to the individual teachers for retention. Teachers use translated letters via Pupilpath and translators to communicate with parents.

This year in response to the Part 154 mandate we are planning to send invitations for individual meetings through pupilpath, backpack (with a return bottom), by phone and by mail. We will be holding meetings, beginning in December, during our Parent Outreach day on Wednesdays or Fridays during 6th period. If parents prefer different times of day, teachers, AP Abolafia, Mrs. McNally, the ENL Coordinator, Mr. Chew, the Parent Coordinator, Ms. Deletrain, the guidance counselor, will make arrangements to meet with them. Ms. Lallbachan and Mrs. McNally are the point people organizing the letters and meetings. We will also hold a Winter Open House for ELL parents in December at which time all ELL parents will be invited to meet with teachers from the ENL SLC.

We retain records of meetings, including phone calls, on Skedula. We will have a binder dedicated to the Part 154 meetings that will include the letter, meeting notes and signatures. The binder will be in Mrs. McNally's office in 135.

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

Individual records are retained by classroom teachers. Both ESL/ENL teachers and Content teachers retain hard copies. In addition, teachers update information on individual student's PupilPath. All logs are retained by teachers throughout the year, and collected at years end by Department Assistant Principals. Teachers use paraprofessionals, Google Translate, and student's family members to translate for them as needed. Some teachers do use the Translation and Interpretation Unit when placing calls. In most houses, there is a member who speaks English and serves as an interpreter.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

In the beginning of the school year, we have a welcome back celebration with our SLC ENLs. Students, parents and family members are invited to celebrate the start of the school year. It is during this celebration that all ENL teachers, as well as our teachers within our SLC come and socialize with parents and provide a setting that is welcoming and supportive. We have found this to be very effective in supporting our parents with limited English proficiency. Also, this gives parents the opportunity to meet other parents and share cultures through food and discussion. On September 30 there was a CBO/school based event for families where we held a Parent Capacity Building workshop for ELL families with translators. Parents are invited, during the school day, to see the LEAD performances held by the ENL classes.

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

Through the CBO, Johns Hopkins, there will be parent events geared towards, but not limited to ELL parents. Prek12Plaza delivered the Parent Capacity Building workshop in October. The Central Queens Y is collaborating with MVB and the CBO to meet the needs of struggling students, including ELLs and offering attendance outreach. Parents are sent home information regarding the local YMCA and Queens Library adult English Language Programs. Programs are offered throughout the day as well as evening hours. The YMCA is in a close proximity to our school, and also part of the community where our greatest percentages of our students live.

ELL parent involvement is higher for events than for academic services at Van Buren. In the beginning of the school year, we have a welcome back celebration with our SLC ENLs. Students, parents and family members are invited to celebrate the start of the school year. It is during this celebration that all ENL teachers, as well as our teachers within our SLC come and socialize with parents and provide a setting that is welcoming and supportive. We have found this to be very effective in supporting our parents with limited English proficiency. Also, this gives parents the opportunity to meet other parents and share cultures through food and discussion. On September 30, Community Night, we held a Parent Capacity Building workshop for ELL families with translators. We invite parents through letters and Skedula to come see their child's performances in their LEAD performances held in the students' ENL classes.

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

5. In order to meet the needs of our parents, letters and information are sent home in preferred home languages. Also, when needed parents are provided opportunities to meet with teachers, interpreters are available, either staff in our school or through Big Word services. Parents usually bring their own interpreter with them.

Students are periodically interviewed regarding what they need help with regarding their parents needs. In one-on-one meetings

parents have stated that they would like ENL classes. We are looking into getting a program at Van Buren for our parents. We have in our main office the flyers for ESOL at the Queens Library and Central Queens Y.

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

6. Parent outreach invites our ELL parents to our school for all school based activities. Our school website is translated into every language that our parents use, so is pupilpath. Through these mediums we are able to communicate more effectively with our families. We have translated documents in-house that are sent to families. In the ENL SLC we are looking at translating classroom content syllabi so parents are aware of what students are doing in their classes.

During events, we have multilingual student ambassadors at the main to be utilized to support the parents, provide information, walk the parents around the school, and explain information and services. We hold Student Recognition Night, multicultural events and Celebration day where parents are all invited to participate in activities and socialize with other stakeholders. We held an orientation for our newly admitted students where we reviewed the students programs, attendance and showed the parents' the classrooms. We also helped parents log onto to pupilath and gave them home texts to support their child.

Russell Chew, our parent coordinator, assists parents with logging into Pupilpath and gaining access and information within the building and community. Mr. Chew also organized citizenship services meeting with immigration lawyers through the nyc.gov services.

Based on one-on-one discussions we know our parents would like English Language classes. We are looking into setting one up. We are looking for a someone with a file # to use as our Bengali interpreter because it is a common language for our parents and we do not have an on-site interpreter.

#### **D. Additional Information**

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

Last year and this year, (if we receive the grant again), we are joining with LEAD from Lincoln Center through an Arts grant. This allows for 10 sessions in an ENL class for artists to come and help students write a script for a class-read text and they put on performances for parents and other students.

# Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **26Q435**

School Name: **Martin Van Buren High School**

Superintendent: **Donald Conyers**

### Before you begin, please check the following:

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

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

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

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

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

Upon admittance, the students are interviewed by Mrs. McNally the LAC Coordinator. With the Coordinator, all questions on the Home Language Survey are reviewed, and an oral interview process begins. Once a home language other than English is noted, the intake process continues with the student being tested by the NYSITELL. After the results, data is updated on the ELPC screen, and BESIS. Data includes parent survey information and language preference for school information.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Bengali, Hindi, Punjabi, Haitian-Creole, French, Arabic, Tamil, Urdu, and Malayalam..

### Part B: Creating a Communications Calendar

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

Home Language Survey, Entitlement Letter, Non-Entitlement Letter, Continued Entitlement Letter, Parent Survey, Parent Teacher Conferences, ESL workshops and meeting, and events (ex. International Festival). The school's website translates into all languages preferred by student's families. Pupilpath translates communications and emails to parents.

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

During the school year, translators are pre-arranged in the home languages used in our school. These languages include, Hindi, Bengali, Punjabi, French, Haitian-Creole and Arabic. Translators are made available to be used by all teachers including content area subjects. When translators are not present, faculty uses the T & I Unit over-the-phone services.

### **Part C: Providing Language Assistance Services**

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

Documents are submitted to the translation unit in a timely manner. All documents that are pre-written on the translation unit website are modified with our school information such as Name, address, telephone and contacts. The Translation Unit used is the Big-Word, or the New York City DOE translation unit services.

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

Translation services are pre-arranged by Mrs. McNally the ESL Coordinator for all parent teacher conferences. The provider is the Big-Word. When translation services are needed at other times throughout the school year, in house school staff provide services in varying native languages. When an in-house staff member does not meet the needs of our services, we contact the Translation and Interpretation Unit for telephone translation services.

## Part D: Training Staff on Policies and Procedures

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

Staff members have been provided with a PD about our school's English Language Learners. Teachers are given Language Palm Cards which are retained in their classrooms and are used for meetings, as well as to assist students who may need support during the school year. Upon entry to the school, the Language Identification Guides are visibly seen in the main entry hall, as well as the main office for parental information and support.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

All of the above mentioned notifications are provided to our parents annually. A workshop for ELL parents is pre-arranged and during the workshop staff members such as the Assistant Principal of ENL, ENL teachers, content ENL teachers, and translation, in-house, staff are present. During this time information is given out, questions are answered, and parents have the opportunity to address their concerns and needs.

## Part F: Monitoring and Quality Control

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

During the ESL workshop, parents will be provided with a survey. The survey will then be reviewed by the Assistant Principal and all staff members working with our school's ELLs. Based on the results, the school will make provisions and modification to accommodate the requests of parents when possible.