2018-19
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
BEDS Code: 342600011435
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
Community School CBO: Central Queens YM & YWHA
Principal: Sam Sochet
Community School Director: Stephanie Kawko
UFT Chapter Leader: Camille Toma
Parents’ Association President: Cecilia Heyward
SLT Chairperson: Sam Sochet
Title I Parent Representative (or Parent Advisory Council Chairperson):
Student Representative(s):

District Information

Geographical District: 26
Superintendent: Elaine Lindsey
Superintendent’s Office Address: 30-48 Linden Place
Superintendent’s Email Address: elindsey@schools.nyc.gov
Phone Number: (718) 281-3517
Fax: (718) 281-7690

Field Support Center (FSC)
FSC: Queens North
Executive Director: Lawrence Pendergast

Executive Director’s Office Address:
28-11 Queens Plaza North
Queens, NY 11101

Executive 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.

School Receivership
In April 2015, state lawmakers and Governor Andrew Cuomo created section 211-f of the State Education Law, which established the School Receivership program as a new intervention strategy to turn around struggling schools. This new law, and Commissioner’s regulation 100.19, requires that “Persistently Struggling Schools,” defined as Priority Schools that have been in the most severe accountability status since the 2006-07 school year, be given an initial one or two-year period under a “Superintendent Receiver”. These schools were placed in receivership under the New York City Schools Chancellor. Each school must make demonstrable improvement on specific benchmarks or it will be placed under an independent receiver. Under the Chancellor’s Receivership Plan, the School Renewal Program is NYCDOE’s
core strategy for turning around struggling schools. Renewal Schools have already begun implementing significant interventions and are receiving additional resources and support to accelerate student performance and help close achievement gaps reflected in this RSCEP.

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, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:

- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower than the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.

- 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.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase 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 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 that align with the first five 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.

The Six Elements of the Framework for Great Schools

| 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. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 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. |
| 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. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: 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 NYDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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 the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the RSCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the RSCEP. For additional guidance on establishing a Title I Parent Committee click [here](#).
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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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 – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-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 and Family Engagement Policy 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: Community Engagement Team and 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 and Family Engagement Policy 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.

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<tr>
<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tr>
<td>X</td>
<td>Sam Sochet</td>
<td>*Principal or Designee</td>
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<tr>
<td>X</td>
<td>Camille Toma</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>X</td>
<td>Cecilia Heyward</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>X</td>
<td>Joe Troina</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>X</td>
<td>Norma White</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>X</td>
<td>Stephanie Kawko</td>
<td>Community School Director (staff)</td>
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<td>X</td>
<td>HarmoniaPeet</td>
<td>Student Representative <strong>(optional for elementary and middle schools; a minimum of two members required for high schools)</strong></td>
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<tr>
<td>X</td>
<td>KanzaChoudhry</td>
<td>Student Representative <strong>(optional for elementary and middle schools; a minimum of two members required for high schools)</strong></td>
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### Community Engagement Team (CET) Signature Page

**Directions:** Please fill out this form and indicate members of your Community Engagement Team.

On the chart below:

1. List the names of each Community Engagement Team member in the first column.
2. Record the position and constituent group represented in the second column.
3. Community Engagement Team members should review this document and sign in the right-hand column in **blue ink**. If a Community Engagement Team 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 signature page.

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<td>X</td>
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<td>X</td>
<td>VeralineMclean</td>
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<td>X</td>
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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 your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.
5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Effective November 29, 2017, Martin Van Buren High School accountability status was upgraded to a school in Good Standing as per NYSED. In addition, since we have met our New York State Benchmarks for both the 2015-16 and 2016-17 school years, Martin Van Buren is no longer a Priority School and was removed from the State’s Receivership list. Graduation rates have increased from 45% in 2012 to 76.44% in June 2018, and 79% in August 2018, the attendance rate is 88%, and the College and Career Readiness is now 54% for the 2018 year (from a low of 12%), above the city average! Additionally, the 6-year graduation rate was 78.1% which indicates a significant upward trend.

Our community continues to make extensive community and civic outreach through community partnerships with the Central Queens Y and the Rocky Hill Civic group and collaboration with Community Superintendent Danielle Giunta of District 26.

Through these efforts, we continue to achieve our mission of being 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. We believe that if students are given time, appropriate writing strategies such as the Hochman Writing Revolution Method, engaging in constructive dialogue with peers, and are given continuous actionable feedback, writing outcomes will improve.

For the past three years, Martin Van Buren answered community requests for special programs and career pathways. The Humanities and Law programs engages students in the Arts, encourages students to positively impact our changing society through social justice awareness. The Health Careers and Engineering programs will engage our students in multiple pathways to explore and implement the sciences through collaboration with our Science Research Program. We will continue to establish our grade teams where we are building the foundation for problem solving skills, collaboration, literacy, and writing evidence-based claims.

In an effort to promote the successes of our school and our grade teams, we are committed to the following:

- Electing a school committee focused on promoting our school.
- Celebrating student achievement through recognition nights
- Focused Field Trips designed to provoke thought on career pathways
- Open House’s to showcase school initiatives and create an inviting environment for parents and students.
- Middle School outreach to surrounding middle schools to increase enrollment
- Parent and teacher focus groups created to provide feedback and share best practices for student and family engagement.
- Grade Team Meetings – one per term with all students, staff and faculty – track year by year goals
- Initiating our Success Mentoring Program where one teacher mentors three students towards graduation
- Community Successes - real time school wide communication of improvements towards reaching school benchmarks
- Team Honor Roll lists to celebrate student progress and student achievement publicly
In order to best support our students with disabilities, we have a Hearing Education Services (HES) D75 program in our school which includes sign language translators that assist students in their classrooms. We are planning to use Rewards and other reading and writing supports as an intervention service to increase literacy that will translate into improved reading and writing skills.

We are increasing communications with families and the community through the generous support of our MVB Alumni Alliance. We have many notable graduates, including two Nobel Laureates, who are dedicated to supporting and building career pathways.

We have built relationships with families through our Saturday and Monday PTA meetings, Student Recognition Nights, Festivals, and Family Nights. Our CBO, Central Queens YM & YWHA (CQY), is promoting efforts to build community and family relationships through events like Family Community Night, Saturday Community Forums stemming from our Community Engagement Team (CET), and personalized outreach. Through the Central Queens YM & YWHA, we have the A.C.E. program which provides support and interventions for 9th and 10th graders and the S.O.A.R. program who provide counseling, college preparation, small group support and academic supports for our 11th and 12th graders. In addition, we have a Mindfulness and Meditation Program through Flower Yoga which strives to help students manage the stresses of teenage life, academic and social pressures and how to create acceptance of themselves. We have built a strong partnership with Queensborough Community College through their Career Cluster courses and College Now. Through John Jay College, York College, and Long Island Jewish Hospital, we have internships and classes for students.

With the support of our School Leadership Team, we have been able to provide multiple internship opportunities to our student body including the following:

- Rockefeller U. Internship for Neuroscience
- Rockefeller U. Internship Research Based
- Cornell Wells Program offers a medical school internship program
- High School Law Initiative
- Work Based Learning Program – MOOT Court and Mock Trial Program with Winston and Strong
- Long Island Jewish Center and York College in Medicine offers Health Science, credit based, and professional classes
- Queensborough Community College Psychology Program
- Central Queen’s Y Ladders for Leaders Program a professional internship for students ages 16 – 24
- Network for Teaching Entrepreneurship (NFTE) Partnership

In order to increase the number of opportunities for our students to earn internship and real work experience, we are committed to implementing the following initiatives:

- Civil Service Assessments to gauge student career interests
- Career Conversations with workers from city agencies
- Grade Team Cohort teams will share interview techniques and tips with their students
- Partnerships through our Career Pathways' will lead to more internship and work opportunities
## School Demographics and Accountability Snapshot for 26Q435

### School Configuration (2018-19)
- **Total Enrollment (2017-18):** 1174
- **SIG Recipient (Y/N):** Yes

### English Language Learner Programs (2018-19)
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 140
- **# SETSS (ELA):** 57
- **# Integrated Collaborative Teaching (ELA):** 102
- **# Special Classes (Math):** 115
- **# SETSS (Math):** 41
- **# Integrated Collaborative Teaching (Math):** 89

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 16
- **# Music:** 14
- **# Drama:** N/A
- **# Foreign Language:** 27
- **# CTE:** N/A
- **# Integrated Collaborative Teaching:** N/A
- **# Integrated Language:** N/A
- **# Self Contained:** N/A
- **# Special Classes:** N/A
- **# Transitional Self Contained:** N/A

### School Composition (2017-18)
- **% Title I Population:** 75.0%
- **% Attendance Rate:** 87.5%
- **% Free Lunch:** 69.1%
- **% Reducet Lunch:** 7.3%
- **% Limited English Proficient:** 11.8%
- **% Students with Disabilities:** 3.8%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 4.3%
- **% Black or African American:** 44.0%
- **% Hispanic or Latino:** 17.0%
- **% Asian or Native Hawaiian/Pacific Islander:** 29.8%
- **% White:** 3.8%
- **% Multi-Racial:** 5.5%

### Personnel (2015-16)
- **% of Teachers with No Valid Teaching Certificate:** 1%
- **% Teaching Out of Certification:** 9%
- **% With Fewer than 3 Years of Experience:** 9%
- **% Average Teacher Absences (2014-15):** 6.3

### Overall NYSED Accountability Status (2018-19)
- **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

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YSH

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Graduation Rate (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO
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

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths

Feedback from the May 2018 Quality Review indicated that our teacher teams were adept at analyzing the elements of teacher practice based on looking at student work and utilizing both qualitative and quantitative data. Teachers are an active part in the leadership of the school and have leadership roles throughout the school. There is a shared improvement in teacher practice and mastery of goals for specific groups of students. Teacher voice play an integral part of key decision making that improves student learning. Through the school’s SLCs, where teachers’ systematic review of practices occurs, there is implementation of annotation strategies and students’ self-assessment rubrics. Model teachers are also integral to the improvement of our school and serve as Lead Teachers.

We also utilize Skedula which enables both parents and student to monitor student progress and growth.

We have used the DataWise system across all department teams, which emphasizes determining specific Student Learner Centered Problems as well as Teacher Problems of Practice. This is done over the school year systematically with the goal of using teacher based inter-visitations as a way to give collegial feedback on how to improve practice. Part of the process involves using rolling agendas, which keep all agendas and next steps in chronological context. Teachers and administrators are able to contribute to the agendas and guide student improvement.

The implementation of Datawise has laid the foundation for the adaptation of curricula based on student data. By triangulating data, we are able to make modifications to EngageNY in ELA and Math, New Visions Curriculum, NY Scope
and Sequence for Social Studies, and the NYS Blueprint for the Arts that results in differentiated lessons where teachers can share resources via a Google document and build off each other’s lessons.

Focus

According to our most recent Quality Review, our area of focus is in the area of pedagogy. Teacher practices have yet to become aligned to the curricula and the school’s belief that students learn best when involved in discussion as reflected in student work products. Student work products reflected uneven levels of thinking and participation. There is a need to ensure that challenging tasks are evidenced in all classrooms with high levels of student discussions. There is a lack of consistency of student engagement in some classrooms which can result in diminished student growth.

Priority

Teachers are strategically implementing small group instruction based on formative and summative assessment. Teachers provide standards-based problems to our students and then provide actionable feedback within groups or individual students. In addition, all classrooms have student self-evaluation rubrics that allow for reflective learning. Teachers use a variety of small group activities such as reciprocal teaching, gallery walks, and Socratic Seminars to promote student-student discourse.

This year’s priority is aligning assessments to standards throughout all departments and content areas using District Public and other tools to ensure implementation of student based data into planning. Department teams are charged with creating summative assessments that will used to determine student strengths and area of need so that teachers can statistically target lesson. Teachers will be looking at the data and reviewing it with their students to build students’ awareness of their needs for growth. We have multiple methods to gather assessment data through DDC/Datacation, REDS Reports, common writing rubrics and common assessments. However, these are not being used schoolwide and with enough consistency and regularity. We will continue to build upon teachers giving specific targeted feedback and checking for understanding in a lesson. There needs to be a stronger move towards creating systems where the assessments are utilized in the classroom to differentiate instruction and to adjust accordingly.

Martin Van Buren’s Professional Learning calendar and Common Planning Time will reflect the focus on teachers planning for collaboration and using formative and summative assessments to align feedback and build student efficacy.

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

Instructional Focus: If teachers consistently use data to provide meaningful, differentiated rigorous tasks in small group instruction that includes balanced assessment, then students will develop a shared ownership of their learning.

Departmental Teams meet twice a week to use review student work and create standard-based assessments, and grade level teams meet once a week to share best strategies around small group instruction. Our Model Teachers run professional development around Regents-aligned tasks that promote rigor in their classes through small group instruction. Through our MVB Student Self Evaluation Rubric, our students are reflective learners who learn to be lead facilitators in their groups.

Instructional Leaders will participate in regular evaluative and non-evaluative observational feedback cycles to provide next steps and guidance to meeting the instructional focus.
Additional professional learning opportunities will be offered to teachers to support the instructional focus in: student engagement, checks for understanding (formative and summative assessment), data driven instruction, responding to students’ needs, and building capacity for students to monitor their own progress.

In the weekly common planning meetings, teachers will align assessments and re-teaching practices with a focus on summative assessments and skill building and incorporate WIT and MEAL writing strategies.

What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

As of September 2018, Martin Van Buren has 13.46% of the student population that are ELL students and 11.52% that are students with disabilities. As a result, we understand the importance of meeting the needs of all of our students.

Our Model and Peer Collaborative Teachers will work together with the administration to implement our instructional focus through professional learning throughout the year, supporting our staff and students. Our Model Teachers' classrooms will be used as labs to see the strategies expected of all staff, with time allotted for debrief and coaching sessions throughout the year.

All students will receive challenging work that involves scaffolded and tiered texts and DOK questioning that is differentiated for the diverse learners. There will be multiple methods to check for understanding that indicates awareness of the students’ needs. Students will develop problem solving skills.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

We will continue to offer Career Pathways to all students in the building which offers courses in Health Sciences, Engineering, Robotics, Computer Sciences, and Law. Students have self-selected their career choice pathways and will be taking electives aligned to their goals. Our expanded AP course offerings for the 2018-19 school year will be open to every student. MVBHS will be using cohort teams to ensure students are participants of College for All initiative. Cohort teams will be aligned to the Instructional Focus which emphasizes reading rigorous texts, increasing student to student discourse, and ensuring ongoing assessment and meaningful feedback. In the Cohort Team Common Planning Time (CPT) the teachers will design activities necessary for students’ to be College and Career Ready.

Teachers will communicate and students will take ownership of the required College and Career Readiness levels needed to earn on their Regents. Test taking resources will be shared with students for test preparation. Families and students will receive multiple communications during the year from the administration, faculty and guidance regarding skills, habits, and behaviors to be College and Career Ready. The Math Department will offer tutoring for all freshmen 2 days per week, block (double periods) Algebra and Geometry classes for all freshmen. In addition, the Math Department is offering tutoring for all grade levels 2 - 3 times per week, as well as preparation for sophomore Algebra.

What do you envision the delivery of instruction to look like so that all students are set up for success?

We will rely on our instructional focus as a guiding tool to setting up students for success.

Instructional Focus : If teachers consistently use data to provide meaningful, differentiated rigorous tasks in small group instruction that includes balanced assessment, then students will develop a shared ownership of their learning. High expectations for all students that is grounded in the development of 21st century skills shown in writing across all disciplines, problem solving activities, and student-centered lessons for our diverse learners.

How do you envision teachers using multiple entry points to ensure the success of every child?
Utilizing both formative and summative assessments will enable teachers to differentiate and determine best entry points for students. Teachers will also establish small groups learning to ensure that student needs are met.

Along with internal and standardized lexile level results that determine differentiated texts and problems, teachers will use differentiated time allotments and multi-leveled questioning along with auditory, kinesthetic, and visual entry points that will be used in daily lesson plans.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

We will use our diagnostic assessments to offer students’ Academic Intervention Services (AIS) and enrichment programs. Using WITsi strategies and inquiry, cohort groups will work with target populations to improve student writing. Teachers will use daily formative assessments to revise and scaffold lessons. Departments, Grade Teams, and teachers will use summative/benchmark assessments to revise Scope and Sequence content &/or skill lessons.

Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gates MacGinitie Reading Assessment</td>
<td>Diagnostic</td>
<td>9-11</td>
<td>AIS</td>
</tr>
<tr>
<td>Lexile Level CCSS Skills Assessment for Informational and Literature</td>
<td>All of the above</td>
<td>9-12</td>
<td>To assess CCSS in accordance with tiered lexile texts</td>
</tr>
<tr>
<td>Global and US Writing Baseline</td>
<td>Diagnostic</td>
<td>9, 10, 11</td>
<td>To assess CCSS writing skills in a Social Studies context</td>
</tr>
<tr>
<td>Replace: Think Through Math Test</td>
<td>Diagnostic</td>
<td>9</td>
<td>To assess CCSS math skills</td>
</tr>
<tr>
<td>Hochman Paragraph</td>
<td>Diagnostic and Summative</td>
<td>9</td>
<td>To assess mechanics and content</td>
</tr>
</tbody>
</table>

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, Regents exam passing rates in English, Algebra, Living Environment, and Global History will increase by 3% as the result of an increase in the rigor and alignment of academic tasks across content areas as measured by formal and informal observational data, administrative unit plan reviews, and analysis of student work products and assessment data.
**Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:**
Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>Regents Completion Rate</td>
</tr>
<tr>
<td>Progress Towards Graduation Rate</td>
</tr>
</tbody>
</table>


### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Datawise inquiry process in department teams</td>
<td>All teachers</td>
<td>Regents Completion Progress to Graduation; Graduation Rate; College and Career Readiness; Rigorous Instruction</td>
<td>2018-2019 Academic Year</td>
<td>Principal; Instructional assistant principals and model teachers</td>
<td>Facilitators will meet weekly to assess progress based on student work as well as inter-visitations and best practices. Facilitators will modify professional learning as appropriate to ensure responsiveness to data. Teachers will use data to identify Student Learner Problems, a Problem of Practice, and action plans for teaching to student skill deficits. During this process, teachers will conduct inter-visitations to identify a Problem of Practice that allows for changes to instruction that address the</td>
</tr>
</tbody>
</table>
Student Learner Problem. Teachers will utilize Norms for Learning from Student Work Protocol that allows for constructive peer to peer feedback about lessons observed or written lesson plans and written unit plans. ISS and ENL teachers are embedded in each department meeting to ensure that our instructional modifications allow all students to be successful. Each department in the school will complete two Data Wise cycles and track student assessment data in order to identify progress.

<table>
<thead>
<tr>
<th>District Public data to be used in department teams</th>
<th>All teachers</th>
<th>Credit Accumulation and Progress towards graduation</th>
<th>2018-2019 Academic Year</th>
<th>Principal; AP leads and teacher-leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department teams will meet strategically throughout the year to review data from DP to align instruction to student needs, including after interim assessments, baselines, and mock regents. <em>Data Wise Champions</em> will...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinet Inquiry into Rigor</td>
<td>All teachers</td>
<td>Regents Completion Progress to Graduation Progress to Graduation Graduation Rate College and Career Readiness Rigorous Instruction</td>
<td>2018-2019 Academic Year</td>
<td>Principal; Instructional assistant principals; ILT</td>
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<tr>
<td></td>
<td></td>
<td>Instructional Assistant principals will meet monthly to review unit plans and identify next steps. Administrative teams will use unit plan and lesson plan rubrics to evaluate formative and summative assessment practices. Teacher teams will refine unit and lesson plans by ensuring that all students, including English Language Learners and Students with Disabilities, have access to rigorous instruction. Instructional Leadership Team will meet to define school definition of rigor and create professional development geared towards aligning rigorous tasks in small group instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinet Walkthroughs</td>
<td>All teachers</td>
<td>Regents Completion</td>
<td>2018-2019 Academic Year</td>
<td>Principal, Instructional assistant principals</td>
</tr>
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<td>---------------------</td>
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<td>-----------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Progress to Graduation</td>
<td></td>
<td>Principal and instructional assistant principals will conduct weekly teacher walkthroughs to capture data on observed questioning, engagement, and assessment techniques. Professional development is tailored to teacher needs as evident by the data collected using Google Apps and Advance ratings. Google Apps captures data on elements of instructional focus met during these walkthroughs. Assistant principals meet with teachers after walkthrough to provide coaching and next steps while principal emails whole staff with feedback about the walkthrough.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>College and Career Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rigorous Instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Group Instruction</th>
<th>All teachers</th>
<th>Regents Completion</th>
<th>2018-2019 Academic Year</th>
<th>Principal; Instructional assistant principals and model teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Progress to Graduation</td>
<td></td>
<td>Teacher teams will meet weekly to align small group instruction throughout all classrooms to promote engaging and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>College and Career Readiness</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Rigorous Instruction

Assistant principals and Model Teachers will develop, implement, and track professional development of small group instruction through pedagogical cycles that include peer coaching, intervisitations, and lab sites. ISS and ENL teachers are embedded into each cohort team to ensure that strategies to ensure success of all students are shared and implemented. Coaches will work with teachers to plan strategies around small group instruction.

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

All such related initiatives will be introduced through the School Leadership Team which contains parents, students, community members, teachers, school aides, parent coordinator, etc. Thus, all major stakeholders are represented. Discussions will lead to how to best involve families in this process. These meetings take place monthly.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, etc.
Datawise champions will continue to get training to lead departmental teams in the inquiry process. Department Adopted and Adapted Curriculum will be executed in two weekly 45-minute planning meetings. Our ENL coordinator will work with teachers and departments to build scaffolding resources for all ELL levels.

Small group instruction will be executed in the grade teams to help work towards aligning data and ensuring rigorous and engaging pedagogy for all students. Enrichment funding, Model Teachers will help plan and facilitate meetings Queensborough Community College classes will be funded through Office of Community Schools grants.

Principal allotted funding from a data management company called District Public that provides specific item analysis for individual departments, teachers, and students to show strengths and deficiencies in skills to provide curriculum adjustments.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, Regents exam passing rates in English, Algebra, Living Environment, and Global History will increase by 1.5% as the result of an increase in the rigor and alignment of academic tasks across content areas as measured by formal and informal observational data, administrative unit plan reviews, and analysis of student work products and assessment data.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Interim assessments, Mock Regents, and January Regents - Item analysis, disaggregated data from District Public packets

**Part 6c.** In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

In our most recent Quality Review, we received a well-developed for high expectations and were commended for building a supportive environment through guidance, teacher teams, and other school-based supports. It was noted that we have clear communication about our instructional expectations as well as partnering with parents by effectively communicating a path to College and Careers or students. We have clear accountability for all expectations and support for student progress towards meeting all expectations.

Strengths:
- 1:1 attention from staff to student, ACE, SOAR, Adopt-a-Senior, LMHS
- PBIS, Rewards Initiatives and bee bucks to reward positive behaviors
- Family and Community Events: Student Recognition Night, College Readiness, Financial Aid, ENL family outreach, and All Star Breakfasts
- Attendance Team/CBO Outreach

As a result of the above supports, attendance for the 2017-2018 school year increased from 86.8% to 87.5%.

Needs:
Some of the populations that we targeted include: lowest-third; Black and Hispanic males; self-contained ISS students, students with multiple unsuccessful Regents results, struggling seniors, ENL students, students in temporary housing, chronic lateness students, and students in need of social-emotional support.

Priority

Our priority is to increase student attendance in order to increase both credit accumulation and higher course grades and mastery in courses and Regents.

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?

All MVB stakeholders should be part of a school culture where students feel, excited, welcomed, supported, safe, challenged, and that their education has purpose.

Through collaboration of our Community Based Organizations, Grade Level teams, our ENL Coordinator, and guidance counselors that are headed by our AP Pupil Personnel Services and CBO Director, we will create events and outreach systems for our families and our sub-grouped students who need various forms of support, including ACE, My Brother’s Keeper, and SOAR. Our Parent Coordinator will hold outreach and enrichment meetings with families.

Within our Cohort teams and in collaboration with Central Queens Y we will have teachers engage in Success Mentoring with specific students reviewing early warning data (attendance, credit accumulation, progress reports, suspensions, and cohort tracker data) and to discuss student behavioral and attendance trends. We will use this data to develop strategies to support students in achieving their academic and social goals. 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.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Queens Y</td>
<td>Attendance, Family and Community Outreach; Social/Emotional Assistance and Academics</td>
</tr>
<tr>
<td>Project Hope</td>
<td>My Brother’s Keeper-Social/Emotional Assistance and Academics</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

Central Queens YM & YWHA will be responsible for the project management of multiple initiatives created specifically for building stronger family and community ties. We will be increasing parental engagement for the CET and PTA in order to amplify parent involvement. We will be coordinating efforts with community partners such as ActionNYC (free and legal immigration services) and the Smiles for Success program through the Office of Health to serve targeted populations of families and students once a quarter. We will be hosting an Open House in late September for students, families and community partners followed by our second Community School Forum in late April. Throughout the year, we will also invite local businesses, local places of worship, mental health experts and family outreach groups to present their work to our families.

We will continue to conduct monthly universal and targeted attendance interventions in working partnership with students and staff. For our lowest third performing Black and Hispanic males, we will be enlisting the services of Center
for Supportive Schools to implement their Achievement Mentoring Program. In addition to the mentoring programming, we will also conduct leadership development groups for targeted students in order to support their social-emotional development. We will continue to conduct monthly campaigns for Positive Behavior Intervention Services (PBIS) word of the month coupled with postings of positive affirmations throughout the school grounds. We will also be conducting social-emotional professional development for faculty throughout the year.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, cutting during periods 1 and 9 and chronic lateness will be reduced by 5%, creating a safer school environment and regular attendance in classes due to increased monitoring, parent outreach, and personalization as measured by attendance data, I-Logs, Skedula and action plans anecdotes.

Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
</tr>
<tr>
<td>Credit Accumulation</td>
</tr>
<tr>
<td>Graduation Rate</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Team Success Mentoring</td>
<td>Chronically absent students- 9th, 10th, and ISS</td>
<td>Attendance Progress to graduation</td>
<td>2018-2019 Academic Year</td>
<td>Principal, AP PPS; attendance committee; guidance counselors</td>
<td>Weekly attendance meetings will analyze whole school data trends and individual student patterns for periods 1 and 9 attendance to conduct Success Mentoring interventions for targeted students.</td>
</tr>
<tr>
<td>Attendance Team Outreach</td>
<td>Chronically absent and late students- 1st and 9th period</td>
<td>Attendance</td>
<td>2018-2019 Academic Year</td>
<td>AP PPS, Attendance committee, APO, Attendance Coordinator, Attendance Teacher, Guidance Counselors, School Aides, Guidance Interns</td>
<td>Our attendance team will conduct Saturday phone calls to targeted students in need of intervention. Parents will be requested to meet with counselors about our students' attendance.</td>
</tr>
<tr>
<td>Attendance Incentives</td>
<td>All students</td>
<td>Attendance Progress to graduation</td>
<td>2018-2019 Academic Year</td>
<td>Principal, Lead CBO-Central Queens Y, Teachers, Attendance Coordinator, Guidance Counselor, COSA, SAPI Counselor</td>
<td>Positive Behavior Intervention Supports (P.B.I.S.) will reward our students and classes for strong attendance during periods 1 and 9 using the ATS Report RSCS which is analyzed during weekly attendance meetings. Attendance coordinator will collect the data and discuss specific upcoming award incentives with targeted groups. The attendance team and success mentors will check in with the targeted group once per week centering around key strategies to improve their lateness or attendance for periods 1 and 9. Students and classes can earn pizza parties, trips, etc. for highest attendance percentages. Awards will be created for our bi-annual Recognition</td>
</tr>
</tbody>
</table>
Night that recognizes student improvement in attendance for periods 1 and 9. Incentives will be created to reward students whose attendance for periods 1 and 9 around vacation time improves.

<table>
<thead>
<tr>
<th>Teacher Outreach</th>
<th>All students</th>
<th>Attendance Progress to graduation</th>
<th>2018-2019 Academic Year</th>
<th>Principal, Teachers, AP PPS plus instructional assistant principals, Lead CBO (CQY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use Family Engagement Days for parental outreach while recording information on Skedula. Assistant Principals of Guidance, security and organization will monitor Monday parent engagement, Skedula anecdotes, phone logs, and late log notebooks. During post observations, instructional assistant principals will emphasize lateness and attendance outreach for teacher with 1st and 9th period classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skedula outreach | All parents | Attendance Progress to Graduation | 2018-19 Academic Year | Instructional APs, Principal, Attendance Coordinator, AP PPS, Teachers, Parent Coordinator | Parent Coordinator will ensure that all parents are signed up on Skedula by identifying and conducting outreach to parents not signed up on the site. Workshops on Skedula will be conducted throughout the school year.

### 4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The parent coordinator, along with the Community Based Organization Director and key personnel, will plan, implement, and monitor events such as Recognition Night, Transition Night, and Community Forums throughout the school year. During our monthly School Leadership team meetings, parental, family and community representatives will be given updates on school initiatives as well as having a voice in the direction of these programs.

### Part 5 – Budget and Resource Alignment

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Success Mentoring - Assistant Principals and MVB teachers will work with Community Based Organization Director and Central Queens YM & YWHA (CQY) to mentor at-risk students

2. Academic Supports - School personnel with support from Central Queens Y funded through Renewal Schools and Kaplan Summer Institute funded through Renewal Schools

3. Career Pathways and Cohort Teams – Central Queens YM & YWHA funded through Renewal Schools

4. Parent Outreach – School Leadership, Guidance, Parent Coordinator with support from Renewal Schools and the Central Queens Y.

5. Maximizing Attendance – Central Queens Y, Guidance Counselors and school personnel funded through Renewal Schools

6. Language/Transition Supports for ENL - family and student sessions funded through Title III and ENL Coordinator and Guidance Counselor.

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

|  | Tax Levy |  | Title I SWP |  | Title I TA |  | P/F Set-aside |  | 21st Century |  | C4E |
|---|---|---|---|---|---|---|---|---|---|---|
| X |  |  |  |  |  |  |  |  |  |  |
**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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By February 2019, cutting during periods 1 and 9 and chronic lateness will be reduced by 2.5 %, creating a safer school environment and regular attendance in classes due to increased monitoring, parent outreach, and personalization as measured by attendance data, I-Logs, Skedula and action plans anecdotes.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance data from ATS, online student surveys through Google, family meeting outreach survey.

**Part 6c.** In **February 2019**, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths

Our most recent Quality Review indicated that our Departmental teams and Grade Level teams allowed for teachers to analyze teacher practice from student work products. Teacher team meetings were an area of celebration as the teachers had created well-organized structures and procedures for looking at student work and collaborating to create interventions.

Needs

Across all classrooms, we need to have all students getting high, quality instruction that allows for student voice and ownership. Because of this need, our priority is to ensure that administrators and model teachers support our students through differentiated professional development, coaching, and modeling that promotes student ownership in the classroom.

Priority

For the 2018-2019 school year, cohort teams will use small group instructional strategies to embed student analytical skills in departmental curriculum. Each cohort team performs strategic inquiry with a goal to improve student writing. Each Cohort team has the potential to use data from the following sources: District Public data that includes REDS item analysis from Regents, DDC through Datacation, common assessments from departments, writing rubrics, and report cards.
Twice a month cohort groups will utilize Success Mentoring to check in with at risk "yellow" students to determine deficiencies and identify supports needed to increase student outcomes.

In addition to cohort meetings, Department teams meet twice a week to collaboratively use Datawise strategic inquiry to revise and adjust unit plans, lesson, activities, and assessments for CCLS-based instruction based on student needs. Our goal is for all teachers to be involved in collaboration regarding delivery of instruction, skills focus, methods of practice, and student products and objectives.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

Our teachers work collaboratively in their department and cohort teams with an inquiry approach to best determine the needs and interventions for all students. Teachers share best practices and participate in intervisitations to provide peer feedback on how they are helping students.

How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?

For the 2018-19 school year, our cabinet inquiry group will conduct weekly walk-throughs focusing on questioning, engagement, and assessment techniques in our classrooms. Our goal is to better identify the needs and interventions for teachers in order to create meaningful and differentiated professional development for our school. We use self-created tennis charts, note-catchers, and Google spreadsheets to collect data and define our expectations for all teachers. This data will be used to create an email to debrief our teachers of our findings. We will work with our Peer Collaborative Teacher and Model Teachers to create school-level professional learning events geared to target teacher needs.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?

MV B will be utilizing two separate structures of teacher collaboration focused on determining student needs, strategies to implement and co-creating Tennis charts.

One structure uses the Datawise inquiry process using a variety of data tools to identify a student-learning problem and a problem of practice for each department. Based on PD, we will have our PCT, Model Teachers, and volunteer teachers showcase classroom procedures with routines established for inter-visitation and review their curriculum/scope and sequence and look at student work to build on next steps for content and skill building. This will occur twice every week and will all be a part of our PL calendar and learning cycles.

Our other structures places teachers into cohort team to address small group instruction and social-emotional issues among common students. In alternating weeks, teachers will meet weekly to look at student work through small group instruction and to discuss student behavioral trends through our Success Mentoring program. ENL and ISS teachers are embedded into cohort teams to ensure that teachers are norming best practices and using student data to improve personal instruction.

Our Model Teachers are embedded into each Departmental and Cohort team to create professional development, provide exemplary strategies to use in the classroom, and to strategically work with teachers about their practice.

How do you envision collaboration across teacher teams to improve teacher practices and student learning?

2018-19 RSCEP-PF
Using our Datawise protocols, our Datawise champions and instructional assistant principals will work with departmental teams through the inquiry process. First, teacher teams will meet to create a data overview that selects a focus area and priority question. After digging through data, teachers will develop a learner-centered problem around where students are getting stuck. This will lead into examining instruction where teachers will participate in inter visitations and share lesson plans, unit plans, and other assessments to identify an instructional problem of practice. Teachers create action plans based on a research-based strategy that addresses the student learner problem and problem of practice. Teachers implement and assess this action plan as the cycle continues throughout the year. Teacher teams will complete at least two Datawise cycles. Because of this inquiry, scores on the Living Environment exams rose 20 percent while Earth Science rose 6 percent.

In Cohort teams, our instructional assistant principals and Model Teachers will lead school-wide professional learning events strengthening teachers’ in the use of small group instruction strategies. Cohort teams will have quarterly inquiry showcases and presentations to show teams data analysis, progress monitoring and methods of implementation based off inquiry and learning cycles.

What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson Observation Rubric - recruiting demos, grouping/meeting with teachers for focusing on a domain improvement</td>
<td>Increase awareness of teaching methods and learning targets, and checking for understanding via formative assessments, among all stakeholders</td>
</tr>
<tr>
<td>Interim Assessments</td>
<td>Gauging Approaches to assessment and content, providing opportunities to reinforce objectives on student by student basis.</td>
</tr>
<tr>
<td>Scored (with a rubric) Lesson Activities and Products (Inquiry)</td>
<td>Identify areas of growth and development.</td>
</tr>
</tbody>
</table>

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, teachers will participate on grade level and department teams to engage in collaborative inquiry work and case conferencing, focusing on student learning needs to achieve a 3 percentage point increase in credit accumulation across English, Math, Social Studies, and Science as measured by targeted student action plans, inquiry materials, and scholarship data.

**Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:**
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

**List of Renewal Benchmarks expected to improve**

Graduation Rate
<table>
<thead>
<tr>
<th>Credit Accumulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Towards Graduation Year 2 and 3</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Planning Time to ensure the use of common assessments</td>
<td>All teachers</td>
<td>Progress to graduation Graduation rate</td>
<td>2018-2019 Academic Year</td>
<td>AP leads and teacher-leaders</td>
<td>Teachers will use common planning time to create common assessments to be analyzed during Datawise meetings that occur weekly. Teachers will meet weekly to review student data and plan according to need. Assistant Principals act as facilitators who will check into their respective department rooms in order to provide coaching and planning support. Teachers will be altering unit plans using small group instruction strategies based on student skill deficits as determined by student work from these assessments. Common assessments allow consistent expectations and priorities within a grade level regarding standards, instruction, and assessment,</td>
</tr>
<tr>
<td>Department Datawise Inquiry Process</td>
<td>All teachers, all students</td>
<td>Regents Completion</td>
<td>2018-2019 Academic Year</td>
<td>AP leads and teacher-leaders</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------</td>
<td>------------------------</td>
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<td></td>
</tr>
</tbody>
</table>

Common assessments results allow educators to diagnose student learning needs accurately in time to make instructional modifications (Ainsworth).

Teachers will use Datawise cycles and inter-visitations to evaluate effectiveness of strategies implemented based on regular interim assessments. Teachers and departments will revise instruction according to data by identifying a student learner problem and problem of practice. Measures of success lie in the modification of altered lesson plans, unit plans, and assessments. Teachers will engage in at least two cycles of Datawise inquiry throughout the year. Principal facilitates Instructional Leadership Team meetings which reviews progress of Datawise and decides on next steps based on incoming data, anecdotal and teacher feedback,
| Report Card Conferencing | Targeted Group of 9th, 10th, and 11th graders | Credit Accumulation and Progress towards graduation | 2018-2019 Academic Year | CBO; Central Queens Y; Principal; CSD | Community School Director and CBO teams for Student Opportunities for Achievement and Readiness, S.O.A.R., and Achieving and Creating Excellence, A.C.E., will review student report cards after each marking period using STARS data to provide a specific action plan students need to be successful in failing classes. S.O.A.R. and A.C.E. will perform report card conferencing with targeted at-risk students. Students will complete an action plan form that outlines success in the classroom. S.O.A.R. and A.C.E. will collaborate with CSD to follow up bi-monthly to monitor progress. CSD will collect data to track progress and make additional interventions as necessary. |
| Success Mentoring through grade teams | All students | Attendance Progress to graduation | 2018-2019 Academic Year | Principal; CSD; Assistant Principal of Pupil Personnel Services; Cohort Team Assistant Principals | Grade level teams will meet bi-monthly to mentor at least three targeted students. Teachers will conduct mid-marking period check-ins, report |
card conferencing, and parental meetings while using Google Forms to track outreach data. Counselors and Community School Director will facilitate meetings that provides strategies in the creation and implementation of action plans for targeted students.

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through our Community Based Organization Director, we will engage parents and families through bi-annual Family Community Nights at MVB where parents get to discuss progress update and classroom expectations with teachers. These events occur in September and May.

We invite parents for our bi-annual Recognition Nights, which celebrate student successes in the classrooms in November and April. The ceremony highlights not just academic successes but students who have shown improvement in the classroom or have done exemplary work outside of the classroom. Recognition Night is run by an assistant principal who works with the Parent Coordinator and volunteer teachers.

In Cohort teams, assistant principals, model teachers, counselors, and teacher staff will participate in Success Mentoring activities that will target students who need interventions to graduate. This will results in parent-teacher conferences throughout the year. ENL coordinator will create events for parents to give information in a variety of languages. School newsletters will highlight changes in curriculum based on student needs.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will use our PCT, MoTs, ENL Coordinator, Supervisors of Instruction and grade/team leaders to build the collaboration and inquiry processes among the teams. Schedule was adjusted to allow time for cohort teams to meet on Thursdays. Model Teachers were given a common period to meet weekly so that they can help implement and facilitate Cohort Team meetings.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td>X</td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
## 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By February 2019, teachers will participate on grade level teams and department teams to engage in collaborative inquiry work and case conferencing, focusing on student learning needs to achieve a 1.5 percentage point increase in credit accumulation across English, Math, Social Studies, and Science as measured by targeted student action plans, inquiry materials, and scholarship data.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

**Credit accumulation in STARS; Departmental spreadsheets used in Datawise process**

**Part 6c.** In **February 2019**, 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

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

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 observations and track progress of teacher practices based on student data and feedback.

Strengths: In 2017-18, we began a cabinet inquiry that included the Principal, APs and DSR to norm looking at Danielson component 1E and Domain 3 via walk-throughs and observations. The cabinet spoke with students about how they were progressing in writing, if they understood their teacher’s feedback, and if they were self-assessing in the classroom. Cabinet also took teacher notes on observable actionable feedback, differentiation, and meaningful grouping. This information led to the creation of PDs around self-assessment rubrics and Hochman strategies based on real-time student needs. We will be continuing this trend in the 2018-19 school year.

In 2017-18, we created an Instructional Leadership team consisting of the principal, instructional assistant principals, teachers, counselors, and the DSR to align professional development and other initiatives with our instructional focus, data-based needs, and student work.
Needs: Although we implemented the above policies, we need more coherence throughout the school regarding planning, classroom expectations and procedures, use of best practices and strategies and scaffolding and differentiating for our diverse learners.

In 2018-19, our cabinet will continue to meet in monthly pairs to do walk-throughs to better identify the needs and interventions for our teachers, specifically looking at practices aligned with Danielson 1E and Domain 3. The data will be used to 1) create a newsletter at the end of the month to debrief staff our findings and 2) work with our Peer Collaborative Teacher (PCT), Danielle Vargas, along with our two Model Teachers (MoT) to create school-level professional learning events geared to target teacher populations. 3) create and implement PL event in department meetings to strengthen teacher practices.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

Through our Instructional Leadership Team, Cabinet, and Datawise inquiry process, the vision is for a Professional Learning Community that uses inquiry and learning cycles as methods for determining gaps and trends and collaborating to respond with interventions and supports for all of our stakeholders.

On which aspects of your own leadership do you plan to focus for the upcoming school year?

Aligning all department teams using collaborative models, skill-building, and multi-tiered observing with all Assistant Principals, then focusing on their development and practice.

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

The vision is for a Professional Learning Community that uses inquiry and learning cycles as methods for determining gaps and trends and collaborating to respond with interventions and supports for all of our stakeholders.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

It is the Principal’s expectation that Assistant Principals will lead in building capacity with our PCT, Model Teachers, as well as Department and Cohort Team Leaders. Teacher-Leaders will work in departments and Cohort teams to develop peer inquiry, strengthen skills across curriculum, and improve the culture of learning in the building. Teacher-leaders are provided leadership training and advised to take SAM training for certification.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

The principal will conduct ongoing needs assessments and share progress as well as challenges with all stakeholders. The School Leadership Team, The Community Engagement Team, and Parent Teachers Association, will all be integral parts of the process.
How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on performance, teachers with ratings of developing or ineffective will be visited once per week. Effective and Highly Effective teachers will be visited as per the NYCDOE guidelines.</td>
<td>Initial feedback will be given within 48 hours. Ineffective lessons will be addressed promptly.</td>
<td>Administration will continue to do teamed learning walks in order to maintain calibration.</td>
</tr>
</tbody>
</table>

The cabinet will meet monthly in triads to do walk-throughs in order to better identify the needs and interventions for our teachers.

The data will be used to create a newsletter at the end of the month to debrief staff our findings.

Administration will continue to do teamed learning walks in order to maintain calibration.

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?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-weekly Learning Walks concentrating on aligning Danielson Components 1e, 3b, 3c, and 3d.</td>
<td>DSR and JESA</td>
<td>Principal and all Assistant Principals</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

All program designs will be based on current data and needs assessments. Funding will be directed to the areas of highest need. There will be continuous assessments (progress monitoring) of all programs, with mid-year adjustments made as necessary.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.
By the end of June 2019, the principal will ensure that the administrative team will be normed at least 80% of the time as measured by Advance ratings.

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Instruction</td>
</tr>
<tr>
<td>College Readiness</td>
</tr>
<tr>
<td>Regents Completion Rate</td>
</tr>
</tbody>
</table>
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal Goals</td>
<td>Assistant Principals</td>
<td>Rigorous Instruction</td>
<td>2018-2019 Academic Year</td>
<td>Principal, Assistant Principals</td>
<td>Principal coaches Assistant Principals on departmental goals during one on one goal meetings after each marking period. APs will ensure that goals are aligned with RSCEP and reflect instructional focus. Principal will facilitate cabinet inquiry Professional development along with the Teacher Development and Evaluation Coach (TDEC), and/or FSC coaches for Assistant Principals' growth including a deep dive PD in the Danielson rubric. Progress will</td>
</tr>
</tbody>
</table>
be assessed by picking a cadre of teachers to assure alignment.

<table>
<thead>
<tr>
<th>Cabinet Learning Walkthroughs</th>
<th>Administrators supervising instruction</th>
<th>Rigorous Instruction</th>
<th>2018-2019 Academic Year</th>
<th>Principal, Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cabinet will conduct weekly visitations of classrooms to norm HEDI ratings around Domain 3 with a focus on small group instruction and rigor; Principal updates staff and individual teachers around patterns and trends observed. Principal will communicate expectations in a weekly newsletter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Danielson Training</th>
<th>Assistant Principals</th>
<th>Rigorous Instruction</th>
<th>2018-2019 Academic Year</th>
<th>Principal, Assistant principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal will provide periodic training sessions for assistant principals with the Teacher Development and Evaluation Coach (TDEC) to norm Danielson ratings for observations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cabinet inquiry into Advance observation reports</th>
<th>Teachers</th>
<th>Rigorous Instruction</th>
<th>2018-2019 Academic Year</th>
<th>Principal, Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal will review all teachers’ Advance ratings prior to confirmation in order to monitor</td>
</tr>
</tbody>
</table>
professional growth and ensure that the administrative team will be normed at least 80% of the time as measured by Advance ratings.

### 4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In Cohort teams, assistant principals, model teachers, counselors, and teacher staff will meet with targeted parents during Success Mentoring meetings. During Community School Nights, the Community Based Organization Director creates events that allows for parents to meet with teachers about curriculum. ENL coordinator will create events for parents to give information in a variety of languages. School newsletters will highlight changes in curriculum based on student needs.

### Part 5 – Budget and Resource Alignment

#### Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. **Leadership Professional Learning** – Administration with support from Office of Talent and Teacher Development funded by NYC DOE.

2. **Professional Learning Plan** – Administration and school personnel with support from teacher leaders, CQY, funded by Renewal Schools.

3. **Community Events** – School Personnel with support from CQY funded by Renewal Schools

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

### 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of February 2019, the principal will ensure that the administrative team will be normed at least 70% of the time as measured by Advance ratings.

#### Part 6b. Indicate the specific instrument of measure that is used to assess progress.
We will frequently examine our HEDI ratings, utilizing the Advance Dashboard to check alignment and progress, particularly for Components 1e, 3b, 3c, and 3d.

**Part 6c.** In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths:

- In indicator 3.1 of the Quality Review, MVB was rated Well-Developed in establishing a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.

- In 1.3 of the Quality Review MVB received a proficient (although final rating is still pending) in leverage resources that supports academic and personal growth of students and adults.

- There are social and emotional structures in place that promote a safe and orderly environment and a positive school climate as perceived by students, parents and staff.

Needs:

- Increase ongoing and consistent communication with parents, families and community stakeholders
- Offer multiple monthly opportunities for families to benefit from the school’s wealth of resources
- Conduct multiple forums and Open House style fairs in order for families to share their feedback on MVB’s progress towards fulfilling its benchmarks
Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for having strong family and community ties at your school?

As Lead CBO, Central Queens YM & YWHA will be responsible for the project management of multiple initiatives created specifically for building stronger family and community ties. We will be conducting monthly recruitment campaigns for the CET and PTA in order to amplify parent involvement. We will be coordinating efforts with community partners such as ActionNYC (free and legal immigration services) and the Optometry Program through the Office of School Health to serve targeted populations of families and students once a quarter. We will be hosting an Open House in late September for students, families and community partners followed by our second Community School Forum in late April.

Throughout the year, we will also invite local businesses, local places of worship, mental health experts and family outreach groups to present their work to our families. One community group we anticipate collaborating with this school year is Strategic Destiny (goal setting and youth development services), a Queens based CBO founded by Dr. Alfonso Wyatt. We will also be conducting a speaker series featuring Queens natives covering a variety of school community topics. We will be welcoming College Summit's Peer Forward program which will partly support student-led school wide campaigns for parent engagement with the college application process.

The school will partner with the CBO to support student success by being present at all events hosted by the school. The CBO will support the school in identifying attendance issues and making referral for support services to families and students when necessary. The CBO will be instrumental in supporting the school with celebrating both small and large wins in terms student success.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

Within the Community School model, for the third year in a row, families are welcomed into the Martin Van Buren community through our Summer Bridge program for incoming freshmen, freshmen orientation, August Open House, by offering an open door policy to parents, having parent volunteers, inviting parents on college trips, by hosting parent-student trips, family day and by hosting parent workshops that support families and offering free services families can benefit from (i.e. Free tax preparation, roads to citizenship, Skedula, etc.). In addition, the school will host events that are centered around reintroduction of the Community School title, invite local politicians and people of influence to speak to parents, and informing parents of opportunities for them and their children. School safety and all students will have received a document by September which expresses the expectations of staff when parents are present in the building. We will be hosting two Community Forums in September and April for students, families and community partners. The school will provide the Parent Coordinator and the CBO with a dedicated space to where families will be welcomed. Our school’s compilation of Mental Health Providers, known as the Wellness Team, will be expanding its services by supporting school personnel with creating a more welcoming environment for students and families, research-based practices in positive youth and parent engagement and informational presentations on relevant health and mental health issues.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

School will identify families who have been significant contributors to the Parent Teacher Association. Their development will be led and monitored through their participation in the school’s School Leadership Team (SLT) and the...
Community Engagement/School Team (CET/CST). Will use feedback collected at the May 19, 2018 Community Forum at MVB.

How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?

Two-way communication via the Early Warning Indicators (EWI) process and Skedula. Phone calls, robo-calls, Remind app, Newsletters, updated school website including Twitter and Facebook, mailings, parent workshops and events, uploaded videos to school website. The school will rely heavily upon the use of social media to enhance the ongoing outreach and communications to families and students.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee and conversations with the Principal, Interpreting Transcripts, Skedula, tax preparation</td>
<td>Give parents key training so that they can provide support for their children</td>
</tr>
<tr>
<td>Parent Community Night Conference in September</td>
<td>Open House for families to learn directly from teachers what supports are being offered to their children.</td>
</tr>
<tr>
<td>Cohort Team Case Conferencing</td>
<td>Opportunity for families, students, teachers and counselors to collaborate on a plan of action for student improvement in key areas</td>
</tr>
<tr>
<td>Cohort Outreach</td>
<td>All Cohort teachers will be conducting regular family outreach to increase teacher-parent interactions and improve communication.</td>
</tr>
<tr>
<td>Student-Led Conferences</td>
<td>Students given opportunity to explain their performance with data and anecdotes to parents</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>Opportunities for parents to discuss one-on-one student successes and needs with teacher</td>
</tr>
</tbody>
</table>

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

| Family partnerships with school:                                             | Participation in the PTA, SLT and CET                                                        |
| Family partnerships with CBO:                                                | Participation in the SLT and CET                                                             |
| Is there dedicated space for these partnerships?                             | Yes                                                                                          |

2018-19 RSCEP-PF
What is your vision for the role the school will take in providing access adult education classes within the community?

During the 2018-19 school year, the school will be offering technical training and adult education classes to all parents of our students through future community partnerships. Parent Coordinator offers Saturday workshops in CPR, plumbing, electrical work, and entry-level digital skills. In addition, MVB will be offering English as a Second Language Classes, and various workshops which include Road to Citizenship, College Readiness, Financial Aid Night, etc. Families will be able to access and understand student data and progress, through use the of Skedula, workshops on how to use Skedula, parent phone calls, parent-teacher conference, guidance conferences, case conferences, IEP meetings, report and progress reports mailed home, academic intervention letters mailed home and with support of the CBO.

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?

The school will use Skedula, Parent meetings, Case Conferencing, Early Warning Indicator (EWI) meetings, social media posts on Facebook and Twitter, phone calls, report card conferencing, progress reports, recognition ceremonies, mailings, and workshops.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, 90% of MVB families will be contacted via Skedula, email, progress letters, and phone calls to inform families about student progress as measured by data.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal: Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Towards Graduation (10th &amp; 11th)</td>
</tr>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>Strong Family Community Ties</td>
</tr>
<tr>
<td>Key Initiatives:</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
</tr>
<tr>
<td><strong>Campaign to Sign Parents onto Skedula</strong></td>
</tr>
<tr>
<td><strong>Skedula Parent Workshops</strong></td>
</tr>
<tr>
<td><strong>Teacher Outreach via Grade Level teams</strong></td>
</tr>
</tbody>
</table>
Teachers will use Skedula to post grades. Families; Teachers will use Skedula and Google Forms to document conversations and next steps for students. Teachers will post grades in a timely and consistent fashion on Skedula; students will be able to check grades via Pupil Path. Assistant principals will collect gradebooks each semester.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Areas to be leveraged in achieving this annual goal will be:

- Monies set aside for coverage and per session activities that support professional development and academic intervention services for teachers, guidance, and school leaders.

- Monies to provide refreshments and incentives to parents for participating in parent workshops and the school community.

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

| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.
By February 2019, 50% of MVB families will be contacted via Skedula to inform families about student progress as measured by Skedula data.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Skedula and an internal tracker

**Part 6c.** In February 2019, 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 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, 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 3% increase in credit accumulation as measured by STARS data.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?

<table>
<thead>
<tr>
<th></th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional ELT - If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our ELT Program is compulsory and students are strategically programmed into their ELT classes which are placed on students’ program card.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.

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?
- How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
- 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.
- 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.
- What new content areas and opportunities will be offered to students? How will the school ensure all IEP and language mandates are met during ELT?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- 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.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- What content will be led by pedagogical staff and what content will be led by CBO partners?
- How will the school best utilize CBO partners to impact student achievement?
- How will effective outreach be conducted to families?
- How will programming be made easily accessible to students and families in order to encourage participation?

We will continue to have our in-school day support through S.O.A.R., A.C.E., Project Hope, as well as sessions with our CBO’s LMHC. Our CBO will support attendance and academic needs through cohort wide success mentoring initiative, attendance initiatives, outreach, counseling, and one-on-one meetings with families.

We will be scheduling target populations who need academic intervention with Think Through Math and Rewards reading program. We will supplement our classrooms with myon.com, Snap&Read and Newsela to support our readers.

In addition to our 8+1 school day, we will have a credit bearing Saturday school for students who are credit deficient, college classes and enrichment programs for students who are on track and SAT classes as well as supplemental Saturday classes for ENL students and skill building in literacy and math for students in need. We will have an after school Tuesday enrichment language program for our ENL population.

We offer a larger breadth of electives that build into our career pathways and offer enrichment. We are in year 2 of building our CTE Law program with the Justice Resource Center. The program includes a three-year curriculum and will soon offer opportunities for work based learning programs and partnerships. Final Assessments are currently being developed by the JRC and staff.

With the new schedule, all classes will be taught by NYS certified pedagogues who will receive their professional development through MVB and supplemental groups, as needed.

Students and families have been sent our new bell schedule. It is available on Skedula and will be posted on our MVBHigh.com website. The day program is fully accessible and non-negotiable.

<table>
<thead>
<tr>
<th>Part 4 – ELT Program Implementation and Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 4a.</strong> Who will implement the ELT program? Who will oversee the program?</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.</td>
</tr>
<tr>
<td>3. How will the school assess the impact of ELT on individual student achievement and social emotional development?</td>
</tr>
</tbody>
</table>

The Assistant principals will oversee their respective departments. The efficacy of the programs will be monitored through credit accumulation, scholarship reports, and attendance measures.
**Part 4b.** Timeline for implementation and completion, including start and end dates.
September 5, 2018 through June 13, 2019

---

**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.

The ELT will be embedded into the school day. Each student will receive one additional hour of instruction every day. The TL Renewal ELT, Title I SWP and TL Fair Student funding will be used to fund additional teachers to support the increased number of classes for all students. Every period on Monday, Tuesday, Wednesday and Friday will be extended by 3 minutes to account for ELT. Thursday periods will be shorter to allow for after school Professional Learning/Faculty Seminars for the teachers.

**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 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>×</td>
<td></td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III</td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td>×</td>
<td>SIG Grant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks.

Through an 8 + 1 programmed schedule, overall, students will have an increase in credit accumulation by 2% and Regents passing rate by 3%.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

**Credit accumulation and Regents scores in STARS**

**Part 6c.** In February 2019, 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 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, 50% of students that are a part of the Success Mentoring Program will see an improvement in performance - Attendance, Behavior, Course Performance.

Goal from last year

Fewer than 33% of students will exhibit an Early Warning Indicator (EWI) by the end of 2018-19 school year. EWI metrics focus on the ABC's of student performance - Attendance, Behavior and Course Performance in ELA and Math. Year to date Attendance under 90%, at least 1 out of school suspension and failing marks in core subjects such as ELA and Math are all considered early warning indicators.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

List of Renewal Benchmarks expected to improve

Graduation Rate

College Readiness

Attendance

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.C.E. Central Queens YM &amp; YWHA</td>
<td>70 9th and 10th Graders</td>
<td>Individual and group counseling; social and emotional support; Academic support and report card conferencing; after school programming</td>
</tr>
<tr>
<td>S.O.A.R. Central Queens YM &amp; YWHA</td>
<td>120 11th and 12 Graders</td>
<td>Individual and group counseling; social and emotional support; Academic support and report card conferencing; College and career readiness; Family engagement</td>
</tr>
<tr>
<td>Level Up At Lunch - Central Queens YM &amp; YWHA</td>
<td>100 9th - 12th Graders</td>
<td>Peer mentoring; Workshops around leadership development; Community service projects; Academic support</td>
</tr>
</tbody>
</table>
**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 partner 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 asset and needs assessment process, 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 asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. 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, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community**
School Forums engaging families and community stakeholders will be a critical part of this family 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 – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Community School Director (CSD) will be responsible for successfully coordinating the work and programs of all CBO partners with school administration and faculty to improve students academic performance, social and emotional well being, and improve school climate and culture. During implementation, the CSD offers development and technical support to administrators, team leaders, teacher teams, counselors, and support staff to support collaboration. The CSD meets with teacher grade teams the first and third Thursday of each month to implement Success Mentoring Program which pairs teachers with 3 students who have been identified as having early warning indicators. Teachers will check in with students two times a week, complete mid marking period check-ins, report card conferencing, parent outreach when their student is absent and complete a Google form documenting the outcome and next steps. The use of the Google From creates accountability for CSD, teachers, family, and student. CSD, CBO and teacher grade teams case conference individual students, discuss strategies to help support the students behavior, attendance and academic performance. CSD provides support around the social and emotional needs of students and collaborate with staff to discuss interventions to utilize in the classroom. The team develops a strategic plan, implements an early warning system to identify struggling students, and regularly review the data to inform next steps with each small learning community. This professional development increases the school’s capacity to build positive school climate, collaborative teaching practices, develop and sustain distributive leadership, and engage in ongoing collective decision making and actions that support student success.

The CSD is the primary liaison between CBO partners, school leadership, and staff of the school. The CSD is responsible for coordinating mental health and student support programs, implementing tiered interventions, organizing school activities, and offering services and support to students and families. This process begins with a full needs assessment, collaborative analysis, and work plan development based on the findings from the co-interpretation and on-site visit. The CSD will create a streamlined referral system for staff to connect students to care and resources in school. The CSD assists with assessing students and referring students to appropriate programs that can best support their needs and improve outcomes. Programs offer services around mental health, recreation, leadership, community service, peer mentoring, college and career readiness, academic and attendance support. ELT programming is embedded within the school day. The extended class period and extended learning opportunities allow for sufficient time not only for explicit instruction, but also modeling, demonstrating and exploring. The CSD will provide opportunities for peer tutoring, regents preparation and SAT courses through Princeton Review.

The CSD helps organize and facilitate family meetings to involve them in supporting students in academic achievement. CSD partners with The School Leadership Team, PTA, Administration, and school faculty to organize and execute events that welcome families into MVB. CSD assists with community school night, parent-teacher conferences, recognition nights, and the community school forum. The CSD works closely with the Engagement Specialist and Outreach Counselor to plan family meetings, parent workshops, invite families to the school for coffee chat, and connect families with resources within the school and in the community. CSD assists the Engagement Specialist, Guidance Counselors and Teacher Teams in outreaching to families and welcoming them into the school to discuss the needs of their child. CSD also helps connect families with resources in the community through agency, Central Queens YM & YWHA and any other agencies that are most convenient to their home or work.
The CSD utilizes New Vision Data to analyze attendance trends across cohorts and identify students at risk in order to intervene to connect student with support and resources. CSD inputs the intervention(s) that students are receiving and can track the attendance and performance of students receiving additional supports and services compared to the general body of the school. The CSD will collect outcome, planning, and implementation data to provide useful timely feedback to the administration at MVB, staff, and partner/community organizations. CSD will collect and review early warning data (attendance, credit accumulation, suspensions, cohort tracker data, course performance) to share weekly with the Principal, select AP’s, and other CBO’s. The data pulled helps guide the CSD along with Administration to develop tiered attendance interventions that will be impactful. The data collected is also reviewed by Teacher Grade teams on a weekly basis to create, coordinate, and monitor interventions for students who are in the Success Mentoring Program.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

The school administration and Community School Director will partner in implementing the Community School program. Data collection and analysis informs the CBO and school leadership in prioritizing identified needs. The community partners involved in offering supportive services to students are Central Queens YM & YWHA (SOAR Program, ACE Program, Level Up), Northwell/LIJ and Project Hope - The New Direction (YLCP and MBK). Each agency program offers differentiated targeted and selective services to students. The ACE and SOAR Program through Central Queens YM & YWHA are mental health counseling programs that also provide academic support, report card conferencing, college and career readiness, and family engagement. Level Up is a youth development program utilizing a student driven approach that involves students in peer mentoring, community service projects that the students can participate in, and academic support. LIJ/Northwell offers psychiatric mental health services through behavioral health evaluations, counseling, crisis intervention, and psycho education. The YLC model is career and post-education driven and consist of an extensive intake process, case management services, mentoring, and referrals and activities will be based on each client’s assessment needs. MBK offers a peer to peer mentoring program of approximately 40 Freshman and Sophomore Black and Hispanic boys mentored by Seniors and Juniors and come together for the unique purpose of redefining success and to address the academic and social-emotional needs of students. MBK focuses on creating personalized interventions to reduce chronic absenteeism, increase on track credit accumulation and improve performance on Regents exams.

To strengthen this process, the CBO’s have created The Wellness Team and meets once a week on Wednesdays. At this meeting, CBO’s discuss referrals received by the school staff and determine appropriate program placement and work together to plan events. The Wellness Teams come together to organize events for the entire student body such as tiered attendance interventions, documentary screenings/discussions, activities around national events (Unity Day, Red Ribbon Week, World Health Day, Mental Health Awareness Month), college workshops, community service projects, school carnival.

The Community School Team’s (CST) membership includes school principal, assistant principals, faculty and staff, students, parents, Parent Coordinator and community partners. Stakeholders work together to align and integrate the work of all partners to best support student need and create an environment that is safe and prepares students for life. Meetings take place monthly, usually the 1st Monday of the month in the evening to accommodate members’ work schedules. The meeting runs for about 2 hours. Meeting objectives primarily focus on reviewing and recommending suggestions for school-wide planning documents such as the RSCEP or quarterly Receivership reports.
All members share about programming and initiatives that will be taking place and collaborate on ways to plan, outreach, and implement the event in a way that can include all stakeholders.

By using New Visions, the school is able to strategically place students in appropriate programs based on their student data profiles. The Success Mentoring Program uses data to identify students based on attendance, regents completion, and progress towards graduation. Students are selected by teachers who have the students in their class that they need to graduate in order to be the most effective. The Level Up At Lunch Program uses attendance data to target students in 9th - 12th grade that have been identified as chronically absent and at risk, the lowest third, and students in temporary housing. The CSD is able to use New Visions to share with ACE and SOAR about students who need more support around attendance and academics in addition to mental health counseling. This data is analyzed on a bi-weekly basis to assess for change in attendance and evaluate intervention effectiveness.

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

- Hiring the following support personnel:
  
  Math Coaches to provide direct tutoring services to students in all math subjects

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

August 2018 - August 2019

**Part 3d.** Mental Health Work Plan

Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
## 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Lexile scores; Leveled Reading Assessments; Regents Scores; Teacher Evaluations; Writing Samples</td>
<td>Leveled text readings; Rewards Program; Close/Chunked Readings with Skills Focus; Academic Vocabulary Toolkit; myOn; WIT/Hochman Outlines</td>
<td>Small group Instruction, and one to one sessions during tutoring sessions</td>
<td>During the school day tutoring periods and Saturday school.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Leveled Assessment - Quantiles Below cut off on the Integrated Algebra Regents, Credit Deficiency in Math. School-based assessment and inquiry/analysis teams</td>
<td>Castle Learning; Think Through Math .</td>
<td>Small group Instruction, and one to one sessions during tutoring sessions</td>
<td>During the school day tutoring periods and Saturday school.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Below cut off on Science Regents exams, Credit Deficiency in Science. School-based assessment and inquiry/analysis teams</td>
<td>Re teaching Methods/Close Study for Areas of Growth; Projects Based Learning Supplemental; Castle Learning .</td>
<td>Small group Instruction, and one to one sessions during tutoring sessions</td>
<td>During the school day tutoring periods and Saturday school.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Below cut off on Social Studies Regents exams, Credit Deficiency in Global or US History. School-based assessment and inquiry/analysis teams</td>
<td>TestWizard; Content Review</td>
<td>Small group instruction, and one to one sessions during tutoring sessions</td>
<td>During the school day tutoring periods and Saturday school</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Teacher Evaluation; Deans’ Evaluation; Guidance Counselor; IEP</td>
<td>Kaplan Test Strategies; Peer Mediation; Conflict Resolution Skills; Coping Skills; S.O.A.R.; A.C.E.; LMHC &amp; Social Worker Services</td>
<td>Small group instruction, and one to one sessions during tutoring sessions</td>
<td>During the school day tutoring periods and Saturday school</td>
</tr>
</tbody>
</table>
## Section 9: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

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

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>We currently have five students in Temporary Housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td><strong>For this population, we provide constant follow up in terms of clothing, school supplies, snacks, water, etc. We also provide 1:1 counseling.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

<table>
<thead>
<tr>
<th>N/A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
**Section 10: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

### Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong> Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

### 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 NYDOE 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

Directions: 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. 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 that it has met the intent and purposes of each program whose funds are consolidated.

On the chart below, 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$25,334.00</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$21,756.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$8,472,938.00</td>
<td>X</td>
</tr>
</tbody>
</table>

Explanation/Background:

2018-19 RSCEP-PF
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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2The 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 and Family Engagement 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 funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Martin Van Buren HS, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Van Buren High School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; parents will be made aware of myOn.com; Skedula/Pupilpath; and other online resources</td>
</tr>
<tr>
<td>● 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; through Community night events</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

### Parental Involvement and School Quality

The school’s Parent Involvement Policy (PIP) 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.

### Encouraging School-Level Parental Involvement

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.

In developing the Title I PIP, parents of Title I participating students, parent members of the school’s Parent-Teacher Association (PTA), as well as parent members of the School Leadership Team, were consulted on the proposed Title I PIP 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 RSCEP, 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-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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend 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., ESSA/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 October 30th 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 the ESSA 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)

Martin Van Buren HS in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 ESSA Act;

I. School Responsibilities: Supporting Home-School Relationships

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 October 30th 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;

Have events to celebrate and support Family and Community Events: Student Recognition Night, College Readiness, Financial Aid, ENL family outreach, and All Star Breakfasts

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by: using Pupilpath; email notifications; names and translations on the school’s website.

● 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;
I. School Responsibilities: Providing General Support to Parents

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the 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 Title I requirement for Every Student Succeeds Act (ESSA) 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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School:</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
</tr>
<tr>
<td># of content area teachers:</td>
</tr>
</tbody>
</table>
# 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: ______

The Instructional Focus at Martin Van Buren High School is, “If teachers consistently implement differentiated rigorous tasks that include student dialogue, assessment and meaningful feedback, then student constructed responses will improve, building a shared ownership of learning that prepares students for career and college success.” This supports our beliefs about student learning. Furthermore, we estill that our 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. Martin Van Buren’s instructional program is aligned with the New York City’s Department of Education’s Citywide Instructional Expectations (CIE). We hold to the belief that high expectations, the CIEs are for all learners, including English Language Learners. We believe that all students will learn through using differentiated instructional strategies combined with positive adult-student connections. Our ELLs who participate in the following Title III supplemental programs will benefit from these initiatives.

After-School Program:
Martin Van Buren High School will continue to utilize a Common-Core aligned supplemental academic ENL program run after school. The program will target 15 ENL Seniors from our lowest third performing population and will be run from 3:45pm to 4:45pm on Tuesdays with a content teacher and certified ENL teacher. The focus and rationale of the program will center on increasing the number of our ELLs passing Regents examinations in January 2019 and June 2019.

These 15 target students were chosen from the New Visions Data Sorter using information such as ENL levels and analysis from ELA and Math Regents. We will utilize data to identify the specific skills in the content areas as well as in literacy, specifically in reading and written expression to plan Common-Core aligned lessons. 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 for the ELA teacher to identify the content deficits to implement Regents strategies and skills and the ENL teacher to provide scaffold supports for linguistic skills that students require to be successful. The ELA teacher will attend workshops through Nancy Cloud on exploring strategies for assisting ELLs with close readings of novels, speeches, informational and documentary text to advance students' academic vocabularies and writing skills.

In addition, for students who have taken specific Regents, we will have students take a mock or practice Regents to provide formative pre- and post-assessments. Supplemental courses to be co-taught with a licensed ENL teacher and content area teachers will be developed around ELA, Social Studies, and Living Environment and align with language objectives, as needed by the students per ATS, RNMR, and NYSESLAT report analysis. The subject-specific materials we
Part B: Direct Instruction Supplemental Program Information

will utilize include: Castle Learning online, 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 because of PM school occurring on the same days. Instruction will be provided in a smaller, more individualized, setting to allow for greater differentiation and to target the skills each student requires. Ratios for instructional time for ESL/Bilingual and content areas will be 50/50 while providing grouping by home language supports. Subgroups targeted: ELL students in grades 9 through 12. Instructional groups will be based on heterogeneous grade levels, as they will be put together based on the specific subject area and English proficiency level 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 ENL teacher.

The Title III ENL after-school program will run on the following 25 Tuesdays, from 3:45PM to 4:45PM, between the months of November and June in the 2018-2019 SY.

Saturday ENL Program:
In addition, there will be a supplemental Title III Saturday ENL Academy program supervised by Assistant Principal of ELA/ENL, Brian Panepinto, facilitated by certified ENL teacher, Tara Lallbchan, and one content area teacher, Neal Nachman (Science) running from 8:00AM to 1:00PM. There will be a focus on basic interpersonal conversational skills, Common-Core aligned content, and cognitive academic language acquisition. The supplemental ENL Saturday program will offer five hours of English immersion, authentic learning trips, projects, and academic skills building. The sessions will be open to all ELLs and former ELLs, however there will be a focus on 40 Entering/Emerging/Transitioning level students and approximately 20 Expanding/Commanding students. The students will be paired based on English Language Proficiency levels and home languages (EN/EM/TR levels will be systematically paired with EX/CO level student mentors). They will have discussion guidelines and academic vocabulary to study and practice using the Academic Vocabulary Toolkit resource books by Dr. Kate Kinsella. They will be assigned to rotating groups between small-group content, ENL teacher instruction, myOn.com Project Building, and Common-Core aligned regents review. Students will also use the Mac Labs, PC labs, and tablets 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 mentoring and discussion time.

The Title III Saturday program will be held on the following 21 Saturdays during the 2018-2019 SY:

In total for the Direct Instruction Supplemental Programs: 190 hours of per session will go towards 3 teachers for 3 hours on Saturdays, and 50 hours towards 2 teachers after school on Tuesdays.

The start date for the Title III program will be November 2018.
The end date for the program will be June 2019.
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 periods that occur weekly, every Tuesdays and Wednesdays, we are reviewing best practices for co-teaching and how to differentiate and scaffold for ELLs. Materials from EngageNY and writing strategies from Hochman are being researched, utilized and discussed. Teachers will also use this time to complete specific ELL inquiry work, aligned with improving WitSi writing strategies. One ENL teacher, Danielle Vargas, and ELA/ENL AP, Brian Panepinto, will use their Hochman training through NYC ORS to turnkey strategies and best practices to all ENL content teachers so that they may make data-driven decisions to improve instruction. Agendas and student work from inquiry cycles will be documented via hard copy and Google Apps for Education. We will be utilizing literacy programs such as Achieve 3000 and "REWARDS" this year in co-taught ENL/ELA classes. REWARDS introduces students to a unique multisyllabic word reading strategies, enhancing English phonemic awareness. Professional Learning will be offered to all ENL teachers and their ELA co-teachers to facilitate this program to our struggling ELLs during supplemental Title III program time, once they are trained. Teachers will also receive ongoing professional development from the Internationals Network for Public Schools.

In addition, professional learning opportunities for ENL, as well as content area co-teachers, will be available throughout the year, including those offered periodically by the NYC DOE Division of English Language Learners and Students Support. Teachers will attend and to then turnkey information during our Common Planning Time.

The on-going focus for PDs are: Common-Core Standard and ENL curriculum alignment, Regents granular data analysis, Building Capacity and Scaffolding for ELLS, Resources for ELLS, Utilizing technology as a tool 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: _____

At Martin Van Buren High School, we firmly believe that parents of English Language Learners should play an active role in their child’s education. Furthermore, we believe that specifically-targeted, supplemental parent workshops for parents of ELLs are to enhance what is already presented for parents in the regularly scheduled DOE calendar (such as Parent/Teacher Conferences). Our parents have mentioned to us during interviews and meetings that they
Part D: Parental Engagement Activities

appreciate it when we open our doors to them so they can learn the expectations of a NYC DOE high school education as well as learn what their children will need to matriculate naturally into colleges and careers in the future. We also know that it is best practice to inform parents on a regular basis of their child's progress through his or her education. As such, our Title III program will offer several opportunities throughout the year to participate in this supplemental program. We believe it is imperative to facilitate open-communication between our school and families. We notify parents of important school events and provide critical information to parents by phone calls using the School Phone Master Messenger (this is translated into Spanish and French, our dominant languages). In addition, to inform parents of pertinent information and events, we use an online school Datacation platform, PupilPath via Skedula to email parents, translated into all designated home languages, 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 ENL parent is also notified of workshops through backpacking of translated letters and fliers. We provide parents of ELLs workshops and trainings on content area strategies and college and career readiness. We also always provide translation and interpretation services for parents of ELLs at workshops and parent meetings through student and teacher volunteers. Records, such as agendas, attendance sheets and invitations, will be documented via hard copy, Datacation and Google Apps for Education.

Schedule and duration: Along with DOE scheduled open school nights and parent-teacher conferences, we will also hold monthly Saturday parent/family meetings after student Saturday Academy sessions November 2018 - June 2019 from 12:00PM to 1:00PM. Topics to be covered are: Using NYC Translation Services - "English Survival Skills for ELLs and their families,” Completion of the School Meals Applications, and Using Technology to bridge parent connections (Skedula/PupilPath Log In and Tutorial).

Our focus for Saturday ELL family sessions is to engage students and parents to increase awareness, development and involvement with the school and academics. To this end, we will have occasional trips to museums, colleges and theaters as well as having pot lucks and interactive events. Topics and Activities to be covered during the following monthly Saturday Sessions will be: Immigration Support (legal services), Supporting the ELL students with technology (i.e. using Skedula/PupilPath in their home languages, myOn.com, etc.), ELL student resources, Multicultural culture shock/Pot Luck Family Day, Learning English/Computer Support Programs and the Queens Library, LIJ Health Services, Getting your ELL onto the path for college and career/FAFSA and scholarship information sessions, and more. Our dedicated College Guidance Counselor also provides workshops on Saturdays (other funding sources are utilized to fund this college advisory program) to inform parents of the steps they need to take from when their child is in Freshmen, Sophomore, Junior, and Senior year to follow a prepared path to college and career readiness. A certified ENL teacher will be available to push-in to these sessions twice per year.

Provider Information:
Tara Lallbachan, certified ENL teacher and ELL Coordinator at Martin Van Buren High School, responsible for scheduling translators for all parent/family informational events and meetings
Brian Panepinto, Assistant Principal ENL/ELA
Three additional licensed ENL teachers: Danielle Vargas, Ana Recinos and Madeline McNally
Content Teachers: Neal Nachman (Science) and other rotating content teachers
Parents will be notified by letter in Bengali, Punjabi, 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: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>15254</td>
<td>These moneys are allotted for small group instruction and supervision. The per diem money is for attending PDs and Best Practices High Schools.</td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
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<td>Kaplan PD</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>2000</td>
<td>Kaplan Materials Leveled texts</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<td>As needed buses (from trip funding)</td>
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<tr>
<td>Other</td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Queens</td>
<td>435</td>
</tr>
</tbody>
</table>

School Name: Martin Van Buren High School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Sochet</td>
<td>Brian Panepinto</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afifa Khanan</td>
<td>Marina Deletrain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Lallbahan, ELL Coordiant</td>
<td>Ana Recinos, ENL</td>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Danielle Vargas, ENL</td>
<td>Parent Coordinator Russell Chew</td>
<td>Other (Name and Title) Madeline McNally</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1158</td>
<td>154</td>
<td>13.30%</td>
</tr>
</tbody>
</table>

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**Part II: ELL Demographics**

**A. ELL Programs**

This school offers the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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<tr>
<td>TBE</td>
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<td>Total</td>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Martin Van Buren High School is a large comprehensive high school that offers academic and college and career ready programs to all of its students. We have 1180 students, 154 of which are English Language Learners; Entering through Expanding (13.05%). We have 30 students that are in Commanding (Former ELLs) receiving the additional instructional support regulated by Part 154, as well as ELL testing accommodations. We use formative assessments to target instruction to ELLs across our ENL Small Learning Community classrooms through WIT writing strategy-based data driven instruction. SLC teachers convene twice weekly for professional development on cyclic WIT strategies and conduct inquiry based on student work. ELLs are assessed consistently on all four modalities through Socratic Seminar accountable conversation strategies, monthly myON.com reading assessments, and the aforementioned WIT writing skills. Integrated ENL/ELA classes use "Quickwrites" evidence-based reading response assessments at various points within units of study adapted from EngageNY. Teacher created baseline assessments are administered at Entering through Expanding ENL levels. This helps inform our instruction plan by allowing us to create benchmarks and goals for the students. REWARDS Reading Intervention, Listenwise,
2. **What structures do you have in place to support this effort?**

ENL SLC teachers, comprised of 4 ENL teachers and all content area ELL teachers, convene twice weekly for professional development on school-wide WIT writing strategy instruction. Once PD is delivered, teachers incorporate WIT strategies across curriculum and reconvene with ELL student work for whole-group inquiry. Thursdays are designated Accountable Independent Reading and Response periods in all ELA and ENL classes building-wide. This promotes regular formative reading assessments. Fridays are designated listening/speaking program days in ENL classrooms where students practice accountable speaking, such as oral presentations or Socratic Seminars and use Listenwise, a website that offers curated public radio stories and podcasts and listening comprehension assessments.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

We use teacher-created baselines and unit assessments derived from EngageNY across our integrated ENL ELA classes to assess literacy skills of our 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 teacher created Common Core-aligned baselines, with varying Lexile levels, to assess proficiency based on Common Core Learning Standards in both literature and informational texts. We also administer the Gates-MacGinitie Reading Test to monitor reading progress from fall to spring, each year.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

Summative assessments are used by teachers to plan for the following school year by looking at trends and needs at the end of the year. REDS reports are read and analyzed for ELL NYS Regents exam passing rates across subjects. During Department meetings, teachers will follow the Datawise model for using student data to create action plans that include identifying student-learner problems and teacher intervisitation to address problems of practice.

5. **How does your school use 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*.]

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?** ([Refer to the *ELL Data Analysis Tool* and RLAT from ATS].)

We use NYSESLAT, NYSITELL, and NYS Regents exam score data to assess early literacy skills of our new ELLs. We access and review this data via the ELL Data Analysis Tool (EDAT) which yeilds data from RLAT and RESI ATS reports for the entire student body. We then use this data to filter and focus on the progress toward achievement of proficiency for our ELLs. We further filter specific subgroups of ELLs (e.g. Long-term ELLs, SIFE, At-Risk Indicative ELLs) in order to design effective instructional programs and interventions for those students. We use NYSESLAT modality breakdown scores to fine-tune and differentiate instruction by identifying students needs in speaking, listening, reading, and writing.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**

We use the EDAT in conjunction with the NCLB Graduation Tracker and regents data REDS reports to disaggregate ELL student data to identify target at-risk groups at each grade level. Our building-wide color system helps us identify ELLs who are on track, in terms of their credit accumulation and regents completion, as "green" level, those who are on the cusp, as "yellow," and those who are in danger, and off-track for graduation as a result of low credit accumulation and regents completion, as "red." We immediately address ELLs who fall under the "red" category via parent and guidance meetings. Interventions are held throughout the year to remediate our "yellow" leveled ELLs via report card conferences with all ENL SLC teachers, and Early Warning Intervention meetings with our Community-Based Organization.
Part IV: ELL Programming

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.
      At Martin Van Buren High School, ENL students are programmed together in a Small Learning Community named The Ambassadors. ENL students are grouped based on profiency and contiguous grade levels for their integrated ELA and self-contained ENL classes. We offer freestanding and integrated ENL classes based on these levels. In efforts to help build our students capacity, we offer more than the mandated number 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. Entering and Emerging level ELLs receive two 48-minute periods of ENL with a licensed ENL teacher, in addition to one 48-minute period of integrated ENL ELA cotaught by a licensed ENL teacher per day; far exceeding the mandated minutes per week in accordanced with Part 154. Transitioning level ELLs receive one 48-minute period of ENL with a licensed ENL teacher and one 48-minute period of integrated ENL ELA cotaught by a licensed ENL teacher per day; Expanding and Commanding (Former ELL) level receives one 48-minute integrated ENL ELA class per day, cotaught by a licensed ENL teacher, again, far exceeding Part 154 mandates. ELL students receive further linguistic support with the addition of 2 cotaught Social Studies classes, one Global History and one US History, by a licensed ENL teacher. The Ambassadors SLC consists of content area teachers in: Living Environment, Earth Science, Global History, US History, Government and Economics, and Math—who all teach self-contained, all-ELL classes.

   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 Part154 ENL Units of study. All minutes reported below are weekly minutes. Martin Van Buren High School has 48 minute class sessions. Entering and Emerging ELLs receive 480 minutes of stand-alone ENL class time plus 240 Integrated ENL ELA minutes (Total of 720 minutes). Transitioning ELLs receive a total of 240 minutes of ENL stand-alone, plus 240 Integrated ENL ELA minutes (Total of 480 minutes). Expanding and Commanding (Former ELL) students receive a total of 240 minutes of Integrated ENL ELA minutes.

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 paired or grouped with a same language (when available) and higher proficiency-level students to facilitate guidance where there is low language acquisition (heterogenous and homogenous grouping and differentiation). We are using the Frayer Vocabulary 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. We use the MEAL paragraph writing outline across subjects in the SLC to support concise argumentative, expository, and narrative writing. 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 teachers support 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?

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-created exams, and bilingual dictionaries. This year we are focusing on translating the tasks for our less proficient ELLs, as their starting point. Through the use of the Translation and Interpretation Unit and internet devices, 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 also have specific formative and summative assessments translated by the Translation and Interpretation Unit.

5. 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: As indicated on our school EDAT, we do not currently have any students who are identified as SIFE. Should we receive any SIFE students in the coming years, we are prepared to provide them with classroom support, Kate Kinsella’s Academic Vocabulary Toolkit interventions, Saturday classes, PM school classes and Title III "ENL 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: We differentiate for our newcomer ELLs by providing smaller class sizes, myON leveled ebooks, 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 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. All students are given bilingual dictionaries to carry to and from school each day in their home language.c. Developing: Students receive resources to promote their academic vocabulary and CCSS aligned proficiency. They are given a rigorous course schedule with supplemental services, and Saturday support classes, as needed. Developing students are expected accumulate credits and regents passing on grade level.d. Long Term - We identify our Long-Term ELLs via the EDAT and disseminate each students’ data to all of their teachers. Teachers area expected to differentiate for the extra support L-TLLs need to push forth, in particular with their academic vocabulary. They will be continuing to use the Academic Vocabulary Toolkit and receive support in their Title III PM and supplemental Saturday classes.e. Former ELLs - Former ELLs, or Commanding ELLs, as we refer to them, continue to receive mandated ENL minutes and testing accomodations and support. Our Commanding students are in an ENL class co-taught by an ENL and ELA teacher. They are given the most rigorous schedule with language supports. They also receive the testing accomodations they are entitled to for the following two years, which entails time and a half on all NYS Regents exams and the use of a word-to-word bilingual glossary. Students who are Commanding and F-ELLS are also programmed, when achievable, into our Saturday Social programs in ELA and Science.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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 MYON.com leveled ebook texts and assessments 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 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); MEAL paragraph structure strategies, lesson structure and stems for accountable talk and writing.

7. 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?
We ensure that students are given the most supportive program while adhering to IEP goals and ELL status based on their NYSESLAT scores. This year we made sure ELL placement was checked through the SWD guidance counselor, Alexandra Pugliese; the ENL guidance counselor Marina Deletrain and the ENL Coordinator, Tara Lallbachan. ELL-SWDs are given all ELL-mandated accommodations on NYS regents exams in addition to those listed on their IEPs.

8. 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.
All students are programmed for 9 periods daily and Saturday intervention programs in all content subjects. The additional classes are placed on all student programs, the classes require attendance by the student. We offer targeted interventions for students regarding credit accumulation by placing them in Math, Social Studies, Science and ELA classes. 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. We are using the EDAT to target our lon-term ELLs and ensure they are programed into these supplemental programs. 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 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on the success this year of the Small Learning Community model, we will continue to program as such. We will be better implementing and 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, through the implementation of strong digital literacy skills. We will also be using elements of Kate Kinsella’s Academic Vocabulary Toolkit, Literacy Design Collaborative and WitSi to promote writing skills. We plan to establish a better ELL Buddy-Mentor system, in which we pair ELLs with non-ELLs, preferably of the same home language, and with similar general education SLC interests.

10. If you had a bilingual program, what was the reason you closed it?
We are not discontinuing any programs at this time.

11. 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 and facilitated by ENL Coordinator, Tara Lallbachan. 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. Students who have an 85 and above average are recruited and invited to be Scholars or Leaders and have a designated official class 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.

12. 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 a SmartBoard. They also utilize the myON.com program for leveled reading. The dedicated Global/U.S. History classes have sets of Samsung tablets, iPads, Chromebooks and a SmartBoard. The dedicated math teacher has a SmartBoard, as do the science and the U.S. History teachers. 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 materials are 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. Every student in the building has a myON.com online leveled ebook account, and starting next year, will have a Zinc Learning Lab Academic Vocabulary online study account. These programs will be used in all ENL classrooms, across levels.

13. How is home language support assessed and 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 at the Emerging/Transitioning level 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.

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

The ELL Coordinator, guidance counselor, AP, 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. Otherwise, they are placed in accordance to the Office of Enrollment. 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 NYSITELL or NYESLATT 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

No ENL classes are shared with a colocated school. All ENL classrooms, for all levels, are exclusinve to Martin Van Buren High School and have SmartBoards and access to laptop carts.

16. 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. All ENL SLC teachers were present and facilitated this orientation. In Entering/Emerging ENL classes, students 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. ENL Coordinator, Tara Lallbachan, gives an orientation to all Newcomers and their parents. The ENL Coordinator and AP coordinates the events with the support of the SLC teachers and the guidance counselor. We will continue to do so in coming school years.

17. What language electives are offered to ELLs?
Spanish and French

18. For schools with dual language programs:
   a. 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.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. 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:
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.

ELL teachers have created a monthly school-wide staff professional development calendar, where each ENL teacher will rotate and push into the building's four Small Learning Community's meetings, monthly, to deliver and turnkey various ENL centered pedagogy. Topics will range from: Identifying and Grouping ELLs, Differentiation Strategies, Vocabulary (Academic/Content) Strategies and Learning Maps, and Enhancing Content and Language Objectives for ELLs. These monthly, school-wide professional development meetings will comprise of 15% of the total hours necessary for all teachers in the building, per CR Part 154 regulations. Minutes, attendance, and agendas for all ENL professional development meetings will be kept in the ENL office in Room 135. In the ENL SLC, teachers meet every Tuesday and Wednesday for professional development. All teachers receive ELL support and best practices information, usually created by ENL teachers and supported by the AP, Brian Panepinto. The ENL SLC and the ENL/ELA departments also meet weekly for ENL-specific professional learnings regarding utilizing WITSi strategies to respond in writing, improving comprehension in both reading and listening, 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.

**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?

   In previous years bi-yearly meetings were held inviting ELL parents to attend evening and Saturday meetings with all of their child's SLC ENL and Content Area teachers, to discuss their goals, language development progress, and assessment results--apart from mandated parent-teacher conferences. This year and next, the plan is to hold these meetings monthly, on Fridays, as "Coffee and Conversation with ELL Parents." In addition to their child's SLC ENL and Content Area teachers, parents will have the opportunity to meet AP ELA ELA Brian Panepinto, ELL Coordinator Tara Lallbachan, ENL Guidance Counselor Marina Deletrain, and Parent Coordinator Russell Chew. Invitations for these meetings will be sent through pupilpath (translated for parents), backpack (with a return bottom), by phone and by mail. We will also hold a Winter Open House for ELL parents in December and a Spring Open House in March, at which time all ELL parents will be invited again to meet with teachers from the ENL SLC. Retention of records of meetings, including phone calls, will be on Skedula. We will also have a binder dedicated to the Part 154 meetings that will include letters, agendas and attendance. The binder will located in the ENL office in Room 135.

2. 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/orientation 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. Letters are sent home to parents at the beginning of the school year. Parents are provided with information that includes teacher contacts, school website and student PupilPath instructions. In addition, 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.

### 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.

Through our Small Learning Communities, our Expanding students are able to take career and college readiness electives such as Model United Nations, Engineering, Robotics, or medical classes. We look forward to rejoining LEAD (Learning English through Arts and Drama) from Lincoln Center through an Arts grant in the coming school years. This allows for Lincoln Theatre teaching artists to coteach 10 sessions in an ENL class for artists to help students write a script for a class-read text and enhance their speaking/performance skills as they put on final theatrical performances for parents and other students. This year, we created a Girls who Code program for our ELLs to learn 21st century skills such as coding.
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Sam Sochet, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Sochet</td>
<td>Principal</td>
<td></td>
<td>6/271/17</td>
</tr>
<tr>
<td>Brian Panepinto</td>
<td>Assistant Principal</td>
<td></td>
<td>6/271/17</td>
</tr>
<tr>
<td>Russell Chew</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/271/17</td>
</tr>
<tr>
<td>Tara Lallbakan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/271/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Danielle Vargas</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/271/17</td>
</tr>
<tr>
<td>Ana Recinos</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/271/17</td>
</tr>
<tr>
<td>Afifa Khanan</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Marina Deletrain</td>
<td>School Counselor</td>
<td></td>
<td>6/271/17</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Madeline McNally</td>
<td>Field Support Center Staff</td>
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<td>6/271/17</td>
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<tr>
<td></td>
<td>Member</td>
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<td></td>
<td>ENL Teacher</td>
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<td></td>
<td>Other</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 26Q435  School Name: Martin Van Buren High School  Superintendent: Donald Conyers

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bengali, Hindi, Punjabi, Haitian-Creole, French, Arabic, Tamil, Urdu, and Malayalam..</td>
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</table>

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<td></td>
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</tbody>
</table>
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.

3. Describe your school's communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.