



**MARTA VALLE HIGH SCHOOL  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (01M509 CEP 2009-10 FINAL)**

**ADDRESS: 145 Stanton Street, New York, NY 10002**

**TELEPHONE: (212) 473-8152**

**FAX: (212) 475-7588**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** M509      **SCHOOL NAME:** Marta Valle High School

**DISTRICT:** 01      **SSO NAME/NETWORK #:** \_\_\_\_\_

**SCHOOL ADDRESS:** 145 Stanton Street, New York NY 10002

**SCHOOL TELEPHONE:** (212) 473-8152      **FAX:** (212) 475-7588

**SCHOOL CONTACT PERSON:** Jayne Godlewski      **EMAIL ADDRESS:** Jgodlew2@schoo  
ls.nyc.gov

**POSITION/TITLE**      PRINCIPAL      **PRINT/TYPE NAME** JAYNE GODLEWSKI

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Cliftonia Johnson

**PRINCIPAL**      Jayne Godlewski

**UFT CHAPTER LEADER**      Anthony Santagato

**PARENTS' ASSOCIATION  
PRESIDENT**      Alicia Capatula

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      Sharmin Uddin

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Francesca Pena

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicate the members’ participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, said member may attach an explanation in lieu of a signature.*

Name	Position/Constituency Represented	Signature
Jayne Godlewski	*Principal or Designee	
Anthony Santagato	*UFT Chapter Chairperson or Designee	
Alicia Capatula	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Karen Durnin	DC 37 Representative, if applicable	
Sharmin Uddin	Student Representative, if applicable	

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or in an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources in which this information about your school is already available (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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### **Mission/Vision Statement:**

Our school is committed to providing a data driven, technology rich, inter-disciplinary curriculum. We create shared experiences of teaching and learning in which students play an active part in their own success. We strive to foster a culture of mutual respect between and among teachers and students. Ultimately, our goal is to build a strong community of life long learners as well as successful citizens.

### **Theory of Action:**

Our theory of action (TOA)\* is built on our understanding of how urban adolescents learn the practices and conditions that best promote learning, and the policies, management systems and culture that foster commitment and high performance in adults. More specifically, we have created an organizational structure that is focused on alignment of our curriculum, instructional and assessment practices. To that end, teachers work in both grade level and department teams and time is devoted towards permitting teachers to work collaboratively. Our TOA is a *managed instructional system*. *Managed instruction* is comprehensive and embraces many theories of action, including adequate resources, effective management, small learning communities, highly qualified teachers, and continually monitoring and improving student performance.

Through managed instruction, we strive to maintain a culture of continuous improvement. We do this by effectively addressing the five conditions of learning:

- Curriculum
- Instruction
- Assessment
- Equity
- Professional Development

\*Adapted from Duval County Public Schools Theory of Action; Elizabeth Public Schools Theory of Action; and Assessment for Learning Theory of Action

### **General Narrative:**

Marta Valle High School, located in the heart of the historic Lower East Side of Manhattan, offers *large school* opportunities in a small, nurturing learning community. In addition to a rigorous academic program, students participate in one of two career sequences. Visual Arts is taught in a state-of-the-art digital technology lab and includes Videography and Animation. The Culinary Arts program is housed in a fully equipped, professional kitchen. Internships and workplace experiences further enhance these programs. Students can earn extra credit in our Extended Day Program. Extra academic support is available in our Saturday Academy. During the six years that the principal has been a part of the school community, our school has not only been removed from the SURR list but has earned a "B" performance on the citywide Progress Report for the past two years. It should

also be noted that Marta Valle offers its students both core academic classes as well as electives in the areas of art and media to ensure a smooth progression of scope and sequence that better prepares them for NYS assessments and overall academic success. Beginning in September 2009, Marta Valle exclusively serves students in grades nine through twelve.

The result of our concerted efforts to integrate the use of technology with the core academic classes has led to our school becoming the recipient of a Title IID grant. This grant will be used to advance and hone the skills of our teachers so that our students are adequately prepared for the 21<sup>st</sup> Century. From the federal government we have received a 21<sup>st</sup> Century Grant, which will provide us with funding that totals over one million dollars for the next five years. In addition, we have received an Extended Day Violence Prevention Grant from the NYS Education Department. Our partnership with the Henry Street Settlement continues. This relationship has provided us with a licensed architect who works with a social studies teacher and a math teacher to develop interdisciplinary projects such as the topic of architecture.

The commitment we have made towards tailoring instruction to the academic needs of our students during the last few years has resulted in measurable gains in our students' reading levels as evidenced by the Gates-McGinitie Reading scores. For that reason, we continue to enroll Level One and Level Two students (entering ninth graders) in either Read 180 or Ramp-Up Intervention classes while our more skilled students are grouped in honor level classes. Since the 2008 – 2009 academic year, we have increased the number of Advanced Placement classes that are available for our eleventh and twelfth graders to take. We currently offer the following AP classes: AP Biology, Calculus, English Literature, Spanish and US History. Elective classes are also offered in Marine Biology, Culinary Arts, Piano, Psychology and Video Production.

Our Library Media Center provides an optimal environment for students to utilize print and electronic information as they complete a required research project in each major academic area. Special funding for the library has been provided through several grants that have been awarded to us during the past three academic years. For the past three years, the hours of operation for our library media center have been extended beyond the school day.

All students are required to take a seminar class, which meets two days per week and is geared toward developing a stronger bond between students and adults. As the result of the work of teacher-led committees, seminar classes are aligned to themes that are specific to meeting the needs of the students within each grade level.

We currently enjoy partnerships with the following organizations that help us achieve a variety of support services and enhance our instructional program:

- Polytechnic Institute
- New York University Summer Bridge Program
- Borough of Manhattan Community College
- Sarah Lawrence College
- Planned Parenthood
- Williams College
- Spirituality for Kids
- Henry Street Settlement Architectural Program
- Grand Street Settlement
- College for Every Student (CFES)
- Big Brother/Big Sister
- National Arts Club of Gramercy Park
- Estee Lauder, Inc.
- Junior Achievement
- Francis School

SECTION III – Cont'd

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Marta Valle Secondary School							
District:		1	DBN:	01M509	School BEDS Code:		310100011509		
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		√
	K		4		8		12		√
	1		5		9		Ungraded		
	2		6		10				√
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		89.3 / 84	86.7/83.6	TBD		
Kindergarten	0	0	0	Student Stability - % of Enrollment:					
Grade 1	0	0	0						
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		96.1	98.1	TBD		
Grade 4	0	0	0	Poverty Rate - % of Enrollment:					
Grade 5	0	0	0						
Grade 6	41	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	87	43	0		81.5	81.5	81.5		
Grade 8	84	73	39	Students in Temporary Housing - Total Number:					
Grade 9	187	173	132						
Grade 10	118	115	129	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	32	65	65		7	6	TBD		
Grade 12	57	49	76	Recent Immigrants - Total Number:					
Ungraded	13	4	0						
Total	619	522	441	(As of October 31)	2006-07	2007-08	2008-09		
					19	17	7		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	57	35	21	Principal Suspensions	129	149	TBD		
# in Collaborative Team Teaching (CTT) Classes	63	51	32	Superintendent Suspensions	54	34	TBD		
Number all others	32	29	33	Special High School Programs - Total Number:					
These students are included in the enrollment information above.									
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
CTE Program Participants	TBD	TBD	0	Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	42	47	48		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	83	68	54						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	13	9	Number of Administrators and Other Professionals	9	25	20
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	3
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	46	37	34	% more than 2 years teaching in this school	60.5	56.3	69.4
				% more than 5 years teaching anywhere	48.8	43.8	44.9
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09		80.0	56.0	61.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.8	69.0	67.6
Black or African American	18.9	17.2	17.7				
Hispanic or Latino	66.2	69.2	68.7				
Asian or Native Hawaiian/Other Pacific Isl.	13.2	11.7	11.8				
White	1.6	1.9	1.8				
Male	49.8	51.3	52.2				
Female	50.4	48.7	47.8				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year 5						
√	School Requiring Academic Progress (SRAP) – Year ___						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Restructuring Y 5			ELA:	CA		
Math:	SINI 1			Math:	IGS		
Science:	IGS			Graduation Rate:	IGS		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		X	√	√	X	X	X
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-	-	-	
Hispanic or Latino		X	√	√	X	X	
Asian or Native Hawaiian/Other Pacific Islander		-	-	-	-	-	
White		-	-	-	-	-	
<b>Other Groups</b>							
Students with Disabilities		X	-	-	-	-	
Limited English Proficient		-	-	-	-	-	
Economically Disadvantaged		X	√	√	X	X	
<b>Student groups making AYP in each subject</b>		0	3	3	0	0	0
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
Overall Letter Grade:	TBD			Overall Evaluation:	TBD		
Overall Score:	TBD			Quality Statement Scores:			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	TBD			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	TBD			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Using the above-mentioned documents/data, we conducted our needs assessment in the following ways:

- Members of the academic departments evaluated NYS Regents exams and developed an item analysis, which identifies the academic strengths and weakness for each of the tasks that are inclusive of the Regents.
- For the second consecutive year, our Inquiry Team is following the students in the lowest one third (based on their citywide performance in grade 8). Accordingly, we will develop short and long term goals for the students that are being studied. More specifically, we are committed towards improving the writing skills of our students. For students in grades nine and ten, we plan to improve their performance on the Thematic Essay component of the Global Regents as compared to working with our eleventh and twelfth graders who are expected to enhance their ability to construct the essay that is aligned to Task Two of the English Regents.
- As a former SURR school, we have been involved in the NYSED School Quality Review Initiative for the past four years. As part of this process, we conduct facilitated self-reviews on a regular basis. Each spring, a team of teachers, administrators and parents conduct a comprehensive internal review.
- Grade level teams together with instructional team members including supervisors studied the New York State School Report Card, the citywide Learning Environment Survey, the DOE Progress Report and the Quality Review. As a result, they identified key findings and recommendations. See below.
- Through the NYC DOE Quality Review process and NYSED and NYSED School Quality Review Initiative, we have conducted needs assessments, as well.

The following priority findings became evident through our assessments:

*What student performance trends can you identify?*

- Many of our students lack the ability to write in a scholarly manner. They also lack cohesion and clarity within the essays that they prepare across various content areas. Furthermore, our students do not demonstrate stamina or a deep understanding of content. In addition, they must continuously strive to develop their vocabulary skills.
- The number of credits that our third year students are lower than the number of credits that are being earned in the remaining grade levels.

- The performance of students in the area of Global Studies as well as the English Regents is integrally dependent upon the quality of writing skills as well as the result of their ability to read beyond the retrieval of information.
- Since a review of our data has revealed that the only area that we have not met adequate yearly progress on our NYS Report Card was in our graduation rate, we have appealed to the New York State Education Department in an effort to have them identify our school as SINI – Year One as compared to the NCLB designation of restructuring.
- Literacy must continue to be the cornerstone of our work as evidenced by the Regents weighted average on the citywide Progress Report particularly within our English Language Learner and Students with Disabilities population.

*What have been the greatest accomplishments over the last couple of years?*

- The principal and administration lead by example and combine clarity of vision with excellent communication skills in order to drive school improvement. More importantly the members of the instructional team offer a strong base of support to members of the faculty.
- School leaders and all teachers gather and analyze a comprehensive range of data, which includes but is not limited to periodic assessments, Regents exams, and diagnostic assessments, all of which are intended to improve the performance and monitor the progress of all students.
- The principal has carefully made strategic decisions regarding staffing, scheduling and the use of resources which clearly support improved student achievement.
- School leaders have aligned professional development to the needs of the teachers and to the Professional Teaching Standards. The practice of intervisitation is promoted between and among teachers.
- Collaborative goal setting is the strength of the school and to that end, a culture of collaboration, professional inquiry and engagement exists within the school community.
- Student support services are aligned to meet the needs of the students and support the attainment of school goals.
- The school has developed some highly effective partnerships with a wide range of outside entities to support the academic and personal growth of students.
- Our graduates have not only received numerous scholarships but have gained entry into colleges such as Brooklyn College, St. Francis, SUNY Albany, Marist and St. Francis to name a few.

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*What are the most significant aids or barriers to the school's continuous improvement?*

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***Aids:***

- We are in our fourth year of implementing our Positive Behavior Intervention and Support Program that was developed by the University of Oregon and is geared towards everyone within the school community, irrespective of title or union affiliation, using the matrix that includes specific behaviors that align to our core values of respect, responsibility and safety. We will continue to use the matrix as a framework for focusing our students on a set of behavioral expectations that will lead to their success in school and in life. We are mindful of the need to continuously provide training and support for the staff throughout the year as well as conducting lessons for our students so that they will become fully aware of the set of behaviors they are expected to exhibit.
- Students do not believe that teachers are available to help them become more proficient with their academic deficiencies nor available to listen to their personal problems as identified on the Spring 2009 Learning Environment Survey.
- The school uses a wide range of diagnostic tools to track student progress and measure the effectiveness of plans and intervention strategies.

- The school is using technology effectively to deepen student engagement with learning and to support curriculum mapping and the assessment framework. During the 2009 – 2010 academic year, technology is also being employed to lead to administrative effectiveness within the school community. As a result, the school has been designated a model site for the use of technology through its participation in a Title IID grant.

***Barriers:***

- The results from the recent Learning Environment Survey have revealed that most students do not care about each other nor do they hold students who achieve at high levels with regard.
- Boys are under performing girls on the Global Regents and ELA Regents.
- Students with IEPs in CTT classes are not performing at the same academic level as their general education counterparts.
- Overage students have exhibited inconsistent attendance patterns. In some instances, their academic performance and credit accumulation have also been lacking within this group.
- Teachers must be continuously mindful of differentiating instruction in accordance with the learning styles of the students. Teachers must also incorporate techniques that are specific to populations such as English Language Learners as well as students with disabilities.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal 1:**

**Increase in the percentage of students in schoolwide lowest third in the third year of high school earning 10 credits from 35% to 45% on the 2009-2010 New York City Progress Report.**

**Goal 2: Increase the percentage of Hispanic Students in the citywide lowest third earning 11+ credits from 39% to 45% on the 2009-2010 New York City Progress Report**

### **Goal 3:**

**Increase in "safety and respect" and "communication" on Learning Environment survey from 6.1 to 6.5, and 5.6 to 6.0, respectively, on the 2009-2010 New York City Progress Report**

### **Goal 4:**

**Increase the weighted Regents Pass Rate in English from 1.06 to 1.15 on the 2009-2010 New York City Progress Report**

### **Goal 5:**

**Increase the graduation rate from 61% to 65% on the 2009-2010 New York City Progress Report**

**SECTION VI: ACTION PLAN: GOAL 1**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1:</b> <b>Increase in the percentage of students in school-wide lowest third in the third year of high school earning 10 credits from 35% to 45% on the 2009-2010 New York City Progress Report.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will collaborate with students and their families to create individualized learning goals for each student that close the achievement gap and require students to take responsibility for their own learning.</li> <li>• Teachers will engage in professional development that helps them better engage students and incorporates 21<sup>st</sup> Century skills. These sessions will take into consideration the level of proficiency for each teacher and help them integrate the use of technology as well as focus on questioning and critical thinking for students of varying abilities.</li> <li>• Teachers will be responsible for analyzing and employing the use of data from the Gates-MacGinitie Reading Assessment, items analysis from the January, June, and August Regents examination periods, transcript and state assessment data from ARIS, and results from the citywide periodic assessments when developing their unit plans and daily lessons.</li> <li>• Teachers will develop goals for their students from various data sources, which will include interim benchmarks and instructional strategies that support the attainment of short and long term goals.</li> <li>• Students will be taught how to monitor their performance and determine how to improve their achievement levels.</li> <li>• Teachers will be given opportunities to work collaboratively to understand and utilize data during the designated time slot each Friday afternoon.</li> <li>• Teachers will engage in conversations with students about data so that students will be able to understand how to improve their performances.</li> <li>• Teachers will attend training sessions that help them to advance their data analysis skills.</li> <li>• Grade and department level teams will be responsible for continuing with the practice of creating databoards which will be used to track the performance of individual students as well as groups of</li> </ul>

	<p>students.</p> <ul style="list-style-type: none"> <li>• Students will be responsible for completing self-assessment forms so that they will be able to monitor their progress over time.</li> <li>• Teachers will be responsible for at-risk ninth and tenth grade students in an after-school “Scholars Room”. Support includes re-taking exams, tutoring, homework help, and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day.</li> <li>• Teachers will lead a Saturday Academy program that offers extra help in all subject areas. The focus is on students taking Regents exams for the first time as well as repeaters.</li> <li>• The Sunrise Program gives each student the extra help he or she needs. For many students this help is remedial, for other students, this time slot will provide enrichment. (Sunrise Program takes place prior to the start of the school day, Tuesday through Friday, 7:30 a.m. to 8:45 a.m.)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>21<sup>st</sup> Century, EDVP, SES, Title IID, Title I SWP, TL Data Specialist, TL Children First Inquiry Team</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School Report Cards  Periodic teacher-generated assessments  New York City Report Card: students in lowest third in the third year of high school earning 10 credits increased by 10%</p>

**SECTION VI: ACTION PLAN: GOAL 2**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2: Increase the percentage of Hispanic students in the citywide lowest third earning 11+ credits from 39% to 45% on the 2009-2010 New York City Progress Report</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Core academic teachers will develop curriculum maps along with student self-assessment tools that support the diverse needs of the students and will use instructional practices that improve literacy skills.</li> <li>• Teachers will engage in professional development that helps them better engage students and incorporates 21<sup>st</sup> Century skills. These sessions will take into consideration the level of proficiency for each teacher and help them integrate the use of technology as well as focus on questioning and critical thinking for students of varying abilities.</li> <li>• Teachers will gain knowledge about differentiation through their participation in study groups that align to school goals and research based practices.</li> <li>• A literacy specialist from our Learning Support Organization will work with teachers who are assigned to teach English Language Learners. By the same token, our Network Support Specialists will help teachers advance their knowledge of techniques that are specific to special needs students as well as diverse learners.</li> <li>• Core academic teachers will work together on a weekly basis during the collaborative time slot each Friday to develop effective lessons.</li> <li>• Each grade level team and each of the four core academic departments will be responsible for completing case studies of students and ultimately focus on a target group of students.</li> <li>• The respective teams (grade 9, 10, 11 and 12) will be responsible for developing long term goals for targeted students together with interim benchmarks and instructional practices which will lead to the attainment of the overall goal.</li> <li>• Teachers engaged in the Inquiry Work will review and discuss the quality of student work and be responsible for examining the “Conditions for Learning”.</li> </ul>

	<ul style="list-style-type: none"> <li>• Each Inquiry Team will be given opportunities to share their work and findings with their colleagues during designated time slots.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Fair Student Funding, Title IID, Title I SWP, Title I ARRA SWP, TL FSF General Hold Harmless, C4E, TL FSF Legacy Teacher supplement H.S., TL Children First Funding, TL Data Specialist, TL Children First Inquiry Team</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 2009-2010 New York City Progress Report: increase in Hispanic students in the citywide lowest third earning 11+ credits from 39% to 45%</li> <li>• School report cards</li> <li>• Teacher-generated periodic assessments</li> </ul>

**SECTION VI: ACTION PLAN: GOAL 3**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3:</b> Increase in "safety and respect" and "communication" on Learning Environment survey from 6.1 to 6.5, and 5.6 to 6.0, respectively, on the 2009-2010 New York City Progress Report</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will employ the use of techniques that are consistent with the Positive Behavior in School program and Guided Discipline initiative.</li> <li>• A sub-committee of the School Leadership Team will analyze the responses of the Learning Environment Survey and develop an action plan to improve the results for the 2009 – 2010 academic year.</li> <li>• Personnel from Spirituality for Kids and visiting artists from ENACT will teach lessons and engage students in activities that help to improve their social skills as well as focus on goal-setting, decision-making and overall deportment.</li> <li>• Students will complete activities that are inclusive of the action plan that will be developed in partnership with the organization, College for Every Student.</li> <li>• Students will participate in afterschool activities that are both instructional and recreational within our 21<sup>st</sup> Century Learning Community grant.</li> <li>• Teachers will continue to participate in professional development sessions that are sponsored by the Office of Intervention and include Guided Discipline, Life Space Crisis Intervention and Conflict Resolution.</li> <li>• Grade Level Teams will recognize exemplary students who will earn recognition as Panther of the Month. Photos of the students will be prominently displayed on a bulletin board.</li> <li>• The instillation of a culture of respect in the building will ensure that Level 3, 4, 5 infractions will be kept to a minimum.</li> <li>• Staff members will participate in training sessions that are linked to our Positive Behavior in School initiative. Teachers will be responsible for teaching lessons that enable students to exhibit the behaviors that are inclusive of the PBIS incentive.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will teach students positive behaviors aligned to the core values of respect, responsibility and safety.</li> <li>• The Marathon in a Month program will require students and teacher teams to participate in a series of activities within the fitness center.</li> <li>• The activities that are inclusive of Spirit Week will be geared towards improving relationships between and among all members of the community.</li> <li>• A student government that includes representatives from all grade levels will be developed.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>EDVP, LEG 03, 21<sup>st</sup> Century, TL Children First Funding, TL FSF, TL SWP, TL ARRA SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase in "safety and respect" and "communication" on Learning Environment survey from 6.1 to 6.5, and 5.6 to 6.0, respectively, on the 2009-2010 New York City Progress Report</li> <li>• Anecdotal feedback</li> <li>• Student, staff and parent surveys</li> </ul>

**SECTION VI: ACTION PLAN: GOAL 4**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 4:</b> <b>Increase the weighted Regents Pass Rate in English from 1.06 to 1.15 on the 2009-2010 New York City Progress Report</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Faculty, department and after-school sessions will be designed to help teachers learn how to align curriculum, instruction and assessment.</li> <li>• Teachers will be encouraged to participate in study groups, which help teachers learn research-based techniques particularly in the area of comprehension.</li> <li>• The school’s library media specialist will lead training sessions that are designed to familiarize teachers with resources that will result in students acquiring the requisite 21<sup>st</sup> Century research skills.</li> <li>• A literacy specialist from our Learning Support Organization will work with teachers who are assigned to teach English Language Learners. By the same token, our Network Support Specialists will help teachers advance their knowledge of techniques that are specific to special needs students as well as diverse learners.</li> <li>• ELA Teachers will develop goals for their students from various data sources, which will include interim benchmarks and instructional strategies that support the attainment of short and long term goals.</li> <li>• Students will be responsible for completing self-assessment forms so that they will be able to monitor their progress over time.</li> <li>• “Scholars’ Room” targets at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help, and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day.</li> <li>• Saturday Academy program. Extra help in all subject areas. Focus is on students taking Regents exams for the first time as well as repeaters.</li> <li>• The Sunrise Program gives each student the extra help he or she needs. For many students this help is remedial, for other students, this time slot will provide enrichment. (Sunrise Program takes place</li> </ul>

	<p>prior to the start of the school day, Tuesday through Friday, 7:30 a.m. to 8:45 a.m.)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Fair Student Funding, TL FSF General Hold Harmless, 21<sup>st</sup> Century, SES, Title I SWP, Title IID, Title I ARRA SWP, TL Children First Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Regents exam results, January and June, 2010</li> <li>• Practice Regents exam results given throughout the school year</li> <li>• Teacher generated periodic assessments</li> <li>• School report cards</li> </ul>

**SECTION VI: ACTION PLAN: GOAL 5**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b><u>Goal 5:</u></b> <b>Increase the graduation rate from 61% to 65% on the 2009-2010 New York City Progress Report</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Each grade level team and each of the four core academic departments will be responsible for completing case studies of students and ultimately focus on a target group of students.</li> <li>• The respective teams (grade 9, 10, 11 and 12) will be responsible for developing a long term goal together with interim benchmarks and instructional practices which will lead to the attainment of the overall goal.</li> <li>• Teachers engaged in the Inquiry Work will review and discuss the quality of student work and be responsible for examining the “Conditions for Learning”.</li> <li>• Each of the four Inquiry Teams will be given opportunities to share their work and findings with their colleagues during designated time slots.</li> <li>• Teachers will become knowledgeable about ARIS Connect and employ its use in their work with parents, students and within teams.</li> <li>• The members of the Core Inquiry Team will meet consistently and include a member of each of the grade level teams.</li> <li>• Teachers from the Core Inquiry Team will attend professional development sessions that are sponsored by the Network Leader.</li> <li>• Letters will be sent to the parents of first year students who are deemed <i>promotion-in-doubt</i> after marking period.</li> <li>• Academic teachers will use disaggregated data from the citywide periodic assessments to identify specific learning issues and goals for students</li> <li>• “Scholars’ Room” targets at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help, and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day.</li> </ul>

	<ul style="list-style-type: none"> <li>• Saturday Academy program. Extra help in all subject areas. Focus is on students taking Regents exams for the first time as well as repeaters.</li> <li>• The Sunrise Program gives each student the extra help he or she needs. For many students this help is remedial, for other students, this time slot will provide enrichment. (Sunrise Program takes place prior to the start of the school day, Tuesday through Friday, 7:30 a.m. to 8:45 a.m.)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Fair Student Funding, TL FSF General Hold Harmless, 21<sup>st</sup> Century, SES, Title I SWP, Title IID, Title I ARRA SWP, TL Children First Funding, TL Data Specialist, TL Children First Inquiry Team</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase in graduation rate</li> <li>• School report cards</li> <li>• Periodic assessments</li> <li>• Attendance logs for AIS</li> <li>• Increase in credit accumulation</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	<b>49</b>	<b>34</b>	<b>36</b>	<b>41</b>	<b>80</b>	<b>27</b>	<b>14</b>	<b>1</b>
10	-	<b>45</b>	-	-	<b>85</b>	<b>24</b>	<b>15</b>	-
11	-	<b>43</b>	<b>41</b>	<b>56</b>	<b>52</b>	<b>21</b>	<b>11</b>	<b>2</b>
12	<b>72</b>	<b>42</b>	<b>41</b>	<b>34</b>	<b>58</b>	<b>17</b>	<b>9</b>	-

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Ramp Up</b>  <b>Read 180</b>  <b>Francis School</b>  <b>Saturday Academy Program</b>  <b>Plato</b></p>	<p>In selected Seminar classes, we are using a variety of interventions - SAT, PSAT prep, prep for NYS Regents exams for ELA and math, study skills, activities - that foster non-fiction comprehension.</p> <p>We are using our Sunrise Program to give each student the extra help he or she needs. For many students this help is remedial, for other students, this time slot will provide enrichment. (Sunrise Program takes place prior to the start of the school day, Tuesday through Friday, 7:30 a.m. to 8:45 a.m.)</p> <p>Ramp Up and Read 180 are balanced literacy intervention programs, which occur daily in the student’s schedule.</p> <p>The Francis Schools provide extra academic support for students in an after school setting.</p> <p>Our “Scholars’ Room” targets at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help, and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day.</p> <p>Saturday Academy program. Extra help in all subject areas. Focus is on students taking Regents exams for the first time as well as repeaters.</p> <p>Kaplan SAT after-school prep course is available free to students. One in fall for seniors and one in spring for juniors.</p> <p>Plato is a web-based math and ELA curriculum aligned to NYS and NYC standards. It is an alternative measure for under-credited students to accumulate credits.</p>
<p><b>Mathematics:</b></p> <p><b>Francis School</b>  <b>Saturday Academy Program</b>  <b>Plato</b></p>	<p>Students receive 7 or 8 periods of instruction in math until they are enrolled in Algebra II. This is well above the NYSED contact hour minimum.</p> <p>Four days per week: Academic Support Center. Teachers provide extra support to students through individual or small group tutoring.</p> <p>The Francis School (Supplemental Educational Services) – providing instructional support through ELA and</p>

	<p>Math in the form of an after school program and a Saturday Academy.</p> <p>Saturday Academy program. Extra help in all subject areas. Focus is on students taking Regents exams for the first time as well as repeaters.</p> <p>In selected Seminar classes, we are using a variety of interventions - SAT, PSAT prep, prep for NYS Regents exams for ELA and math, study skills, activities - that foster non-fiction comprehension.</p> <p>Our “Scholars’ Room” targets at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help, and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day.</p> <p>Plato is a web-based math and ELA curriculum aligned to NYS and NYC standards. It is an alternative measure for under-credited students to accumulate credits.</p>
<p><b>Science:</b></p> <p><b>Saturday Academy Program</b> <b>Scholars Room</b></p>	<p>Students receive either 7 or 8 periods of instruction in science. This is well above the NYSED contact hour minimum.</p> <p>Our “Scholars’ Room” targets at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day.</p> <p>Saturday Academy program. Extra help in all subject areas. Focus is on students taking Regents exams for the first time as well as repeaters.</p>
<p><b>Social Studies:</b></p> <p><b>Saturday Academy Program</b> <b>Scholars Room</b></p>	<p>Four days per week: Academic Support Center. Teachers provide extra support to students through individual or small group tutoring.</p> <p>Our “Scholars’ Room” targets at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help, and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day.</p> <p>Saturday Academy program. Extra help in all subject areas. Focus is on students taking Regents exams for the first time as well as repeaters.</p>
<p><b>At-risk Services Provided by the</b> <b>Guidance Counselor:</b></p>	<p>The Guidance Counselor closely monitors students with attendance and/or cutting problems. This is done through the use of <i>attendance cards</i>.</p> <p>Guidance staff also intervenes when students are identified at PPT meetings (weekly meetings held with Social Workers, etc.) to case-conference. GC may refer student to outside agencies as needed.</p> <p>Other services include individual and group counseling sessions for students who self-refer, exhibit</p>

	attendance and/or academic problems. At-risk students are targeted and group-based on needs i.e., hall walkers, grade repeaters, holdovers, etc. Face to face conferences with student/s and parent/s together with the different stake-holders such as teachers and other related services providers. Counselor also addresses mental health needs.
<b>At-risk Services Provided by the School Psychologist:</b>	Provides counseling, evaluations, consults with teachers, visits classrooms to observe students, etc. In addition, will refer to outside agencies for services not offered at the school.  Individual setting on <i>as needed</i> basis with parental consent and referral from PPT (Pupil Personnel Team) meetings.
<b>At-risk Services Provided by the Social Worker:</b>	Provides counseling, evaluations, consults with teachers, visits classrooms to observe students, etc. In addition, we have four Social workers from CBOs who work closely with guidance staff. Teachers can refer students to these staff members or students can refer themselves. Often, students refer themselves after a <i>Seminar</i> lesson from one of the CBO staff members. In addition, the Social Worker will refer to outside agencies for services not offered at the school.
<b>At-risk Health-related Services:  Educational Alliance Partnership With Children Relationship Abuse Prevention Program</b>	Ancillary support as a liaison between the school and the home (students and parents) addressing the psychosomatic symptoms and or medical needs that would affect the academic progress of each individual student.  All of the services provided by the programs listed to the left occur on as per needed basis. Services include counseling, lessons, and support for pregnant teens and new teen mothers.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**MVHS Language Allocation Policy:**

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**I. Team Composition Language Allocation Policy**

- Ø Enrico Domingo, Assistant Principal
- Ø Gennady Dikovskiy, Math Teacher
- Ø Francesca Bates, Science Teacher
- Ø Anthony Santagato, Social Studies Teacher
- Ø Johanna Arbaiza, ESL Teacher
- Ø Afifa Khanam, English Lead Teacher
- Ø Orna Silverstein, Special Education Teacher
- Ø Inaru Candelario, Parent Coordinator

**II. School Demographics**

Marta Valle High School is located in the historic heart of the Lower East Side in the shadow of the Williamsburg Bridge. The LES has become one of Manhattan's premier neighborhoods in the last decade. As a result, many restaurants, boutiques and galleries have been established all around our school, and have experienced healthy growth. Though housing costs have skyrocketed due to the local gentrification, the local families who send their children to our school are in the low-income bracket. In fact, 68% of our students live below the poverty line. The predominant ethnic group is Hispanic [68%], followed by African American [18%], an Asian population [12%] consisting of Bengali and Chinese immigrants, and 2% White.

Marta Valle is a grade 9-12 high school and is supported by Columbia University, the Cooper Union and Con Edison. Our current special education population is 22%. We currently have 352 students, 43 or 12% of which are English Language Learners. Of those 43 ELLs, 8 or 2% of them are in Special Education. Accordingly, the home languages are broken down into the following:

	<b>General Education</b>	<b>Special Education</b>
<b>*High School</b>	2 Chinese	
	-	1 ASL
	3 Bengali	1 Bengali

	30 Spanish	6 Spanish
<b>T O T A L</b>	<b>35 GENERAL EDUC.</b>	<b>8 SPECIAL EDUC.</b>

\*TABLE 2.1: Data is based on real time entry from ATS

<b>No. of Years/Designation</b>	<b>High School</b>
3 years or less	3
4-6 years	6
Long-term ELLs	18
SIFE Students	16
<b>T O T A L</b>	<b>43</b>

A certified ESL teacher services the Beginner and Intermediate and Advanced level ELLs. Paraprofessionals are used on occasion as Comparable Service Plans are put into place by CSE/SBST.

### III. Parent Choice & Involvement

Marta Valle High School encourages participation from all parents i.e., General Education, Students with Disabilities and English Language Learners. This is achieved through scheduled Parent Association meetings and School Leadership Team meetings throughout the academic year. As a school, we have instituted two non-mandated Parent Teacher Conferences in addition to the contractually mandated conferences wherein teachers and parents would interface with one another with the end goal of assessing their child's progress or the lack thereof so appropriate interventions can be put in place. In addition, parents' communications are sustained through a School Phone Messenger System and a personalized parent outreach is periodically done by the Parent Coordinator. Lastly, our ELL parents are encouraged to attend the after school literacy program conducted by Grand Street Settlement, a not for profit community based organization aimed at improving their English language development.

Marta Valle utilizes the assistance of its Parent Coordinator in providing the mandated ELL Orientation which includes the program selection and parent choice in different languages (DVD) for newcomers as well provide several informational workshops geared at making educational sound decisions for their children using a variety of spoken languages. Marta Valle provides sessions on an ongoing basis and is compliant with the 10 day rule. After the viewing of the three programs highlighted in the video, the parents are then informed of what the school has to offer which is Freestanding ESL. The parents are given a choice to select which program is appropriate to their child's needs. If in cases wherein the program of choice is not available at the school, the parent is given the opportunity to transfer to another school that offers the program of their choosing or remain with the current program at Marta Valle. Since we are a 9-12 school, we do not administer the Home Language Survey and we review the information regarding language that is inclusive of the child's permanent record unless the child is a first time entrant into the public school

system. In addition, the school conducts a Fall and Spring ELL Parent Meeting in compliance to the Commissioner’s Regulation Part 154 as well as having translated versions of parent letters sent home and interpreters on standby during parent teacher conferences.

**IV. Programs for ELLs**

As previously stated, Marta Valle High School currently institutes a **Freestanding ESL Model**. Using the **RLAT** report from ATS or in its absence a **LAB-R** score, students are grouped according to proficiency level to conform to ESL requirement pursuant to CR Part 154. Marta Valle incorporates the America’s Choice ‘Ramp Up To Literacy’ program, which is research-based. Students were programmed for ‘blocks’ of ELA instruction in grades 8-10 using the Ramp-Up methodology. Ramp-Up organizes the block of time to include individualized reading, modeling [teacher read aloud], response to literature and strategic mini-lessons on grammar, usage, vocabulary and critical thinking exercises. There is no question that the combination of methodology, content and structure has had a positive impact on student performance. In addition, the school is compliant with each ESL requirement dictated by the child’s proficiency attainment measured by NYSESLAT. Since Marta Valle only has one program in place which is a Freestanding ESL Model, we do not need to differentiate the demographical data previously stated. Please refer to **Table 2.1** and **Table 2.2** for statistical information on student demographics.

Marta Valle follows the New York State Education Department Guidelines for LEP/ELLs as highlighted on the table below.

English Language Requirements			
English Proficiency Level	Grades 9-12		
	Number of Units*		
	ESL	NLA**	ELA
Beginning	3	1	-
Intermediate	2	1	-
Advanced	1	1	1

\* One unit of instruction equals 180 weekly minutes in equal proportions.

\*\*Only for students in

bilingual programs.

Our Freestanding ESL Program demonstrates strength in the following categories of the Language Allocation Policy.

- Ø Teacher knowledge level is sustained through ongoing professional development.
- Ø Students participate in an instructional program that is aligned with mandated ESL/ELA content learning standards.
- Ø Language instruction is aligned to ESL, ELA standards.
- Ø Language functions and structures are taught within the context of the lesson.
- Ø Teachers plan for the development of both social and academic language.

In order to assure academic rigor and excellence in our program model, connection to content area instruction is crucial. Work in progress involves exertion with teachers to help them design content area lessons that meet state standards and also contain differentiation for student needs. Programming becomes a crux in providing teachers of ELL students’ opportunities to meet so they can work collaboratively to evaluate student work and data to ascertain the cognitive and

language needs of their students. This occurs during grade level/department meetings to let teachers meet for this specific purpose. Lastly, scaffolding is further expanded through modeling of academic language and consistently spiral language so that students' language development grows increasingly complex.

Our Freestanding ESL Program uses the Ramp Up for Literacy Methodology in addition to the technological support of READ 180. We are currently in the process of acquiring instructional materials that is research based, grade and age appropriate as well as leveled to the language proficiency of our students. In line with our literacy goals, we are also expanding the leveled libraries made available to our ELLs that includes and is not limited to trade books in the native language.

## **V. Use of Native Languages and Cultures**

Our population consists of students representing district one's cultural and language diversity including our top language groups (Spanish, Chinese and Bengali). It is recognized that within and among these language groups there are cultural differences, which will be reflected in the school environment. In consideration for student success, it is important that a school and home relationship be heightened. Parents must be made aware of the importance of explicit socialization of students to the cultural expectations of the classroom, for example, interaction with other students, classroom behaviors, group work, whole class discussions; et cetera. It is in this regard that we continuously strengthen our parent edification through various workshops using the native language through in-house consultants. In addition, conversations and communication about student performance will be ongoing throughout the school year. In doing so, we increase the parents' understanding of academic standards, assessments and tests. Also, translation services are utilized as a means of communicating information about the school's various academic programs and students' participation to LEP parents. These activities are in part but are not restricted to the use of in-person interpretation and for translation of appropriate school documents not available from the central board.

***Library Media Center** A new, state of the art Library Media Center was installed in October 2003. It is a virtual research facility complete with appropriate reference material and a computer lab with Internet access. A professional librarian joined the staff in 2004-05 and plays an integral role in ELA and research skill development for both teachers and students. For example, in addition to receiving a library orientation, students are now trained to evaluate websites, locate current event articles through NOVEL/EBSCO on-line data bases, and prepare research papers citing reference works in MLA format. In addition to writing reports, students create PowerPoint presentations.*

Teachers are building classroom library collections with the assistance of the Librarian. A library newsletter communicating items of interest and valuable websites for both teachers and students will continue to be distributed next year.

Looking ahead to next year, we plan to host authors and illustrators from the publishing industry as guest speakers for our students. Our hope is that we will create more enthusiasm for reading, improve literacy skills and provide some career exploration. We will continue to have Poetry Slams for students who are participating in genre studies in poetry in their ELA classes. We also opened the library after school four times per week to host genre studies and teacher and student "read-alouds."

*Marta Valle acquired Chinese trade books and literature collection in the native language through the Asian Language Bilingual Education Technical Assistance Center (ALBETAC) and has integrated it with our native language anthology.*

As far as using the allocated translation monies, Marta Valle values conferencing as an integral part of open communication that is ongoing throughout the year. As such, with the assistance of interpreters, formal conferences will allow ELL parents to articulate with their child's teachers regarding the results of their

learning, and of their analysis of their child's own strengths, and needs for improvement. The partnership with parents is vital as our students, along with their families, as they transition together into a new environment.

Parent participation will be required on each school committee including the school leadership, curriculum, and literacy teams. Provisions will be made for translators to be present at these meetings when necessary. In addition, Marta Valle uses an automated phone calling system to notify parents that their child is absent or late on a daily basis. The system is also used to provide parents with information about school events and key information.

Highlighted below are current collaborations with non profit organizations.

- **SARAH LAWRENCE COLLEGE:** Graduate level students work in select English classes for the purpose of improving our students' non-fiction writing skills.
- **HENRY STREET SETTLEMENT:** A visiting architect collaborates with Math and Social Studies teachers to create interdisciplinary projects that help advance the students' knowledge of both architecture as well as content information within the curriculum.
- **"PRINCIPAL FOR A DAY"/PENCIL:** For the past six years, we have had a partnership with Estee Lauder whereby they conduct special activities for our students. More specifically, these activities help to advance students' understanding of the world of work and focuses on career awareness.
- **GRAND STREET SETTLEMENT:** Conducts an after school program for youth ages 6-18. Activities include tutoring, counseling, cultural awareness/assimilation/sensitivity training, career awareness workshops, extended day classes, self-expression, sports and recreation.
- **BIG BROTHER BIG SISTER:** Matches children ages 6 through 18 with mentors in professionally supported one-to-one relationships. Matches come together through two essential programs: Community Based Mentoring: For as little as an hour a week Bigs and Littles meet in their community to share fun activities, stories and a little bit of themselves. Site-Based Mentoring: Bigs and Littles meet once a week in schools, libraries and community centers to talk and have fun. It's not about being a tutor it's about being a friend.
- **RELATIONSHIP ABUSE PREVENTION PROGRAM:** RAPP Project is designed to help end teen dating violence. Teen RAPP is an intervention and prevention program that is designed to promote healthy relationships. The program assists young people in identifying abusive relationships and helps prevent teenagers from beginning the cycle of violence.
- **SAFE ALTERNATIVES FROM FAMILY ENRICHMENT (S.A.F.E.):** The SAFE initiative is funded by the Office of Child and Family Services (OCFS), designed to help the youth in New York City reach their highest potential. The SAFE program provides interventions to at-risk youth, by providing multiple in-school and after-school services including: job readiness, individual and family counseling, groups, recreational opportunity and advocacy and referrals to needed services.
- **EDUCATIONAL ALLIANCE SOCIAL WORKER:** The role of the Educational Alliance Social Worker at Marta Valle is to provide ongoing counseling services for the children who attend Marta Valle and their families.
- **FOUNDATION FOR EXCELLENCE IN SCHOOLS (FES):** FES is a non profit organization that helps underserved students take steps to prepare for, access, and succeed in college. One of its key programs is CFES (College for Every Student). This program targets 100+ students in each participating school. These students are involved in college awareness, mentoring, goal setting, and community service activities. Marta Valle High School is in its fourth year of participation.

## VI. Instruction of ELLs

Marta Valle uses the ELL Interim Assessment to drive classroom instruction in the high school setting. It further differentiates instruction by using the scale scores outlined by the NYSESLAT coupled by the ESL Learning Standards.

**N.B. There is an overlap in this section that has already been described in the PROGRAM FOR ELLs section.**

## VII. Professional Development

In line with our Title III proposal, teachers will collaborate with the instructional team in order to address the increasing need for best ESL methodology across the content areas. The study group/s will meet after school (TBD) for an hour beginning January 5, 2010 for a total of 15 sessions or 15 hours. At the end of the study groups the team will compile a collection of ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. In addition, consultants will be solicited to provide staff development to ELL teachers or to mainstream teachers with ELLs. We will be reaching out to the ELL Content Specialist as well as our SPED Content Specialist to conduct a series of sequential workshops. Some topics for exploration will include the following:

- October – Data Driven Instruction & Interpretation using ARIS/NYSESLAT scores
- November – Periodic Assessments/Interim ELL Assessments
- December - Mapping the Big Picture Using ESL Strategies in Content Area Instruction
- January - Word Study/Vocabulary/ Phonemic Awareness
- February - Word Study/Vocabulary/ Phonemic Awareness
- March - Reading Workshop/Writing Workshop

In addition, we will be taking the ESL team to attend various conferences within the State of New York as well as attend national conferences on literacy and second language acquisition. It is hoped that contingent to funding, the Language Allocation Policy Team at Marta Valle will initiate a school wide study group using Title III monies in alignment with Regional goals in literacy using the Understanding By Design model and Curriculum Mapping.

N.B. There is an overlap in this section that has already been described in the PROGRAM FOR ELLs section.

## VIII. Assessment Analysis: Disaggregating the data

GRADE	BEGINNER	INTERMEDIATE	ADVANCE
9	-	3	4
10	3	12	4
11	1	3	6
12	-	4	3

Data is based on NYSESLAT results using the RLAT report from ATS & does not include newcomers or students tested using the LAB-R (As of 10.16.09)  
MAY 2009

In analyzing the subgroup of the NYSESLAT results, student performance varies in each modality and in each grade. However, it clearly highlights the need to develop the reading and writing modality in general while identifying listening and speaking as its area of strength. It is through the formation of the Language Allocation Policy Team that it is hoped that these valuable data be shared to other teachers of ELLs within the school community. This is done once again through department and grade level meetings at the same time being a critical indicator to the **Academic Intervention Team** in the middle school level. Further description can also be found in the **PROGRAM FOR ELLs section** previously discussed.

**Review the Data of Two Content Areas**

**Grades 9-12**

<b>SCIENCE</b>	29 ELL students took the Science Regents and 15 passed equivalent to 52%.
<b>SOCIAL STUDIES</b>	30 ELL students took the Social Studies Regents and 14 passed equivalent to 47%.
<b>English</b>	16 ELL students took the English Regents and 7 passed equivalent to 44%.
<b>Math</b>	30 ELL students took the Math Regents and 12 passed equivalent to 40%.

ELLs need more work with content area reading and expository writing.

Based on statistical data, there is a need to scaffold content area instruction for ELLs. This can be achieved through ongoing professional development and further modeling of academic language and consistently spiral language so that students’ language development grows increasingly complex. LSO support is embedded through the school’s educational plan i.e., ELL Network Support Specialist, Aussies and Ramp-Up for Literacy collaboration.

**IX. Subgroups of ELLs**

Marta Valle in recognizing and addressing the presence of SIFE students and long term ELLs, created a tutorial class using small group instruction during AIS and free period (since MVHS is a multi session school). In addition, extra instructional supports are provided through a grant with New York University Writing Center as well as other funding sources.

**X. Next Steps**

In continuously addressing the needs of Limited English Proficient Learners, the following programs have been purchased and are being utilized by the school:

- **Achieve 3000** – addressing the literacy needs of ELLs in English Language Arts using non-fiction documents.
- **Destination Math** - addressing the Numeracy needs of ELLs in Mathematics using a web based modular program coupled with graphics and language scaffolds.

- **PLATO** - keeping students on track to pass state-mandated assessments and graduate—through a comprehensive credit recovery program, offering students learning options to keep them engaged and to accommodate demanding schedules or lack of seat time. At the same time, students are given ample opportunities to prepare for high-stakes exams.
- **The Francis School** (Supplemental Educational Services) – providing instructional support through ELA and Math in the form of an after school program and a Saturday Academy.
- **Scholars' Room** – students are provided an opportunity during the day to confer with highly qualified teachers during a block period for extra help.

## **XI. Appendix**

**XI. Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date</b>
Enrico Domingo	Assistant Principal	ON FILE	October 28, 2009
Inaru Candelario	Parent Coordinator	ON FILE	October 28, 2009
Johanna Arbaiza	ESL Teacher	ON FILE	October 28, 2009
Francesca Bates	Teacher/Science	ON FILE	October 28, 2009
Gennadiy Dikovskiy	Teacher/Math	ON FILE	October 28, 2009
Orna Silverstein	Teacher/SPED	ON FILE	October 28, 2009
Anthony Santagato	Teacher/Social Studies	ON FILE	October 28, 2009
Mayra Perez	Guidance Counselor	ON FILE	October 28, 2009
Afifa Khanam	ELA Lead Teacher	ON FILE	October 28, 2009
Joel DiBartolomeo	School Achievement Facilitator	ON FILE	October 28, 2009
School Principal		Date	
Jayne Godlewski		October 28, 2009	
ELL Compliance and Performance Specialist		Date	
Maria Broughton			
Community Superintendent		Date	
Elaine Gorman			

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12      **Number of Students to be Served:** 43    **LEP** \_\_\_\_\_ **Non-LEP** \_\_\_\_\_

**Number of Teachers** 1      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Marta Valle is a high school in the lower east side with a population of 352 students from grades 9-12 of which 43 are English Language Learners. The English Language Learners that we serve in grades 9-12 come from homes where Spanish, Chinese and Bengali are spoken. All students are placed in a freestanding ESL class according to their ability level and receive the requisite instruction according to the NYS guidelines. Teachers utilize ESL methodology to advance the literacy skills of our students. In addition, the same techniques are implemented by subject class teachers within the core academic areas.

As part of the reform efforts that Mayor Michael Bloomberg and Chancellor Joel I. Klein have put forward under Children First, a uniform curriculum has been developed as a vehicle to achieve these goals. This curriculum states that K-12 students in general and special education will follow a Comprehensive Approach to Balanced Literacy consisting of: vocabulary/word study, independent reading, shared reading, guided reading, read-alouds, shared writing, guided writing, independent writing, and teacher/student conferences. Site-based English, Mathematics and Science Lead Teachers will support teachers' efforts.

With this in mind, the Administration of the school has decided to make programmatic decisions with Limited English Proficient (LEP) learners by grouping them according to their proficiency level and not by grade taking into consideration, no more than two contiguous grade levels. Based on teacher recommendations, the Gates McGinitie Assessment coupled by predictive and interim assessments, LEPs were divided into the following literacy groups: (1) One Beginners/SIFE class (2) One Intermediate/low Advance class (3) One Advance Class (4) One Long-term ELLs/Regents bound class. The Comprehensive Balanced Literacy Model is composed of an extended block of instructional activities that include shared, guided and independent reading and writing. Research has documented the effectiveness of this model by scholars such as Holdaway (1979), Ferreiro & Teberosky (1982), Yaden (1988) Bridge, Winograd & Haley; Pikulski & Kellner,

(1992). Using this model we can assure that ELLs receive comprehensive input (Krashen) as they interact in their comprehensive balanced literacy and mathematics model. Consequently, ELLs are assured through this model the exposure that they need to develop cognitive academic language proficiency (Cummins), which is essential to obtain proficiency. Classes were created and formed based on differentiated instruction/proficiency level. On-going assessments measure student progress and daily routines are specifically modified to continually support learning.

The Sheltered Instruction Observation Protocol (SIOP) Model, drawn from the Center for Applied Linguistics (CAL/CREDE) research study, "Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students," incorporates integrated language and content methods, standards-based language and content area objectives, language learning strategies, cooperative learning techniques, and the integration of student background knowledge. Teachers will participate in interactive workshop sessions focusing on SIOP components and featuring effective instructional planning and assessment for ELLs. The SIOP Model is both the object of study and the basis for the workshop format. Participants are encouraged to draw on their experience, knowledge, and expertise to learn strategies for integrating content objectives with language objectives to promote meaningful activity.

In alignment with the results of the Quality Review and ongoing ELL Data Analysis, there was a need to support the English language development of ELLs that would extend into different content areas through team teaching. In doing so, content area teachers structure their lessons using ESL strategies, enhancing collaborative opportunities aimed at strengthening content knowledge, examining pedagogy and assessment approaches to improve their own practice. Simultaneously, the collaboration between content and ESL teacher in a team teaching model provides the opportunity to develop and utilize their instructional leadership skills as they facilitate and collaborate, inquiry-based learning focused on students' learning needs thereby justifying the myriad of reasons of the proposed program. By creating the structures to work together rather than compete with one another, it will result in the acceleration of transfer of knowledge to drive both comprehension and language acquisition.

All ELL students will have access to the Uniform Curriculum. Materials will be provided to scaffold their learning in English and subsequent English language development. Classroom libraries are available in classrooms as well as trade books. Teachers will receive professional development around allocation of language and differentiating instruction as well as grouping students to ensure a systematic teaching approach. We will support teachers by developing an on-going series of professional development around the work of Dr. Lily Wong Fillmore through the Integrated Curriculum and Instruction that clearly defines good teaching practices in making content comprehensible for English Language Learners.

Extended day activities (using a different funding source) as well as, Saturday Academies (using a different funding source) will be offered to ELLs in order to have our students perform at the state and city standards. The major goals of the extended day and Saturday programs are to develop English literacy skills by using ESL methodologies and sheltered instruction. All high school students are programmed for either a double period class that is taught by an ESL teacher or two single period classes, each of which are taught by an ESL as well as an English certified individual and is consistent with CR Part 100 regulations. Students who are characterized as beginners are programmed for three periods of ESL each day. The school is compliant with regard to Part 154.

Title III, will supplement all basic program requirements under CR Part 154. Title III monies will be expended to fund one (1) certified ESL teacher to implement the collaborative teaching efforts in a Science class on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays (5x per week) utilizing a 20% teacher salary (.2) for the school year commencing on September, 2009 and ending on June, 2010. Overall, the ESL teacher is serving 15 high school ELL students as well as 6 former ELLs who became proficient within the past two years. Using this model, the ESL teacher will provide supplementary ESL units of support in a push-in model. We will purchase instructional materials as part of the alternate text set in a concerted effort of scaffolding the instruction to the different proficiency level/s of the students e.g., ACHIEVE 3000 and other technology (using different funding source). In addition, we will purchase ESL instructional materials for the supplemental content area/instructional unit ~ Non-fiction books to be purchased from National Geographic.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Marta Valle High School will enhance the professional development activity as implemented in last year’s Title III proposal. We are purporting the use of a study group for 4 instructional staff members as a means to address the increasing need for best practice across the content areas. This will include collaborating teachers in the different content areas with the ESL teacher (push-in being funded by Title III monies). The study group will focus on the work of Dr. Lily Wong Fillmore and will be guided by the book entitled, Building Academic Language by Jeff Zwiers. The study group will meet after school (TBD) for two hours beginning November 2009 for a total of 5 sessions or 10 hours. At the end of the study, the professional learning community at Marta Valle will create an ELL curriculum map that will highlight the Focus on Language and Alternate Text-set/s employed, coupled by ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. In addition to outside consultants providing staff development to ELL teachers or to mainstream teachers with ELLs, we will be reaching out to Maryann Cucchiarra, Executive Officer for Research and Development - English Language Learners at the Integrated Curriculum and Instruction Office as well as with the various Network Support Specialists to conduct long-term, sequential workshops (using different funding sources). Some topics for exploration will include the following:

- November Creating a Thinking Curriculum: Increasing the CALP for ELLs.
- December Extending the CALP using the UC Sta. Cruz model.
- January Extending the CALP using the UC Sta. Cruz model.
- February ELL Curriculum Mapping, Word Study and Alternate Text sets
- March Reading Workshop/Writing Workshop for ELLs
- April Assessments
- May Next Steps: June Planning

**Form TIII – A (1)(b)**

**School:** Marta Valle High School    **BEDS Code:** 310100011509

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$12,000.00 \$ 1,989.20	Teacher salary to be expended for the proposed instructional activity Teacher per session to be expended for the proposed professional development
Purchased services such as curriculum and staff development contracts		
Supplies and materials Instructional Materials:	\$ 216.00 \$ 794.80	Text to be used in the proposed Study Group <u>Building Academic Language</u> by Jeff Zwiers.  *ESL instructional materials for the supplemental content area/instructional unit ~ Non-fiction books to be purchased from National Geographic
Travel		
Other		
<b>TOTAL</b>	<b>\$ 15,000.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Effective June 13, 2007, The Office of English Language Learners at the DOE instituted a newly adapted version of the Home Language Survey that assesses the language of choice for correspondence between the school and the home. In this regard, all parents of English Language Learners will be receiving this notification during the summer of 2009. At the beginning of each school year we conduct a *student home language survey* at our Parent Association meetings.

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

<b>Spoken Language of ELL Parents</b>	<b>Number of Students</b>
Spanish	36
Bengali	4
Chinese	2
Wolof	1

The three major languages spoken in our students' homes are Spanish, Chinese and Bengali. Based on these findings, communications that go out to our student body and their families must be translated into the three languages. These findings were shared at faculty conferences, school leadership team meetings, department meetings and parent association meetings.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Marta Valle is in compliance for displaying any parent information in all languages i.e., Parent Bill of Rights which includes interpretation notice signs. In addition, all communications that go out to our student body and their families are translated into the three languages mentioned above. Translated materials automatically go out in the same mailings and at the same time, whether the communications are invitations to events, notices of general parent association meetings, notices of open school days and evenings, or individual notifications regarding students. In addition, we have enlisted the assistance of the Translation Unit at Central Board for low incidence languages

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Parent participation will be required on each school committee including the school leadership, curriculum, and literacy teams. Provisions will be made for translators to be present at these meetings when necessary. In addition, Marta Valle uses an automated phone calling system to notify parents that their child is absent or late on a daily basis. The system is also used to provide parents with information about school events and key information.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All of the above mentioned practices fulfill the Chancellor's Regulation A-663.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
• Enter the anticipated Title I Allocation for 2009-10:	\$409,082	\$72, 440	\$481, 522
• Enter the anticipated 1% set-aside for Parent Involvement:	\$4,090.82	\$	\$4090.82
1. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$724.40	\$724.40
2. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,454.10		\$20,454.10
3. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,622	\$3,622
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,908.20		\$40,908.20
5. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$7,244	\$7,244

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 87.6%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- Outreach to the Integrated Service Center– working closely with the human resources liaison.
  - Job fairs, professional contacts, university partners
  - Recruitment Programs, such as the NYC Teaching Fellows Program, Teach NYC
  - Our interview committee evaluates each teaching candidate quite carefully. Every prospective hire is expected to present a lesson to a class and to members of the faculty before any offer is presented.

- Our HR liaison worked to clear up administrative inconsistencies and resolve licensing issues.
- Teachers will be assigned to their areas of certification to the extent possible.
- Use of conversion programs by using 5% Title I monies.
- Beginning the search for teachers earlier, to ensure improved teacher quality.
- We make an effort to hire the successful student teachers when possible
- To the extent possible, teachers use the online HOUSSE program to demonstrate subject matter competency.
- In addition, ongoing professional development occurs in all departments throughout the school year and in the summer.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and High Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### Marta Valle High School Parental Involvement Policy

#### **I. General Expectations**

Marta Valle High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement of the Elementary and High Education Act* (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- *That parents play an integral role in assisting their child’s learning;*

- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *The carrying out of other activities, such as those described in Section 1118-Parental Involvement of ESEA.*

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Marta Valle High School agrees to take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112-*Local Educational Agency Plans of the ESEA*:
  - Will provide parents a copy of the current District Parental Involvement Plan and a calendar for future planning dates
  - The School Leadership Team (SLT), the Parent Teachers Association/Title 1 Parent Advisory Council (PTA/PAC) and the Parent Coordinator will ensure this Plan is distributed to parents. In addition, outreach (via letters and phone calls) will be conducted to survey parent participation in the District/Regional planning of the RDCEP/DCEP.
2. Marta Valle High School will take the following actions to involve parents in the process of school review and improvement under Section 1116-*Academic Assessment and Local Educational Agency and School Improvement of the ESEA*:
  - The PTA/PAC President will maintain a strong parent presence of parent members on the SLT.
  - At PTA/PAC meetings parents will be encouraged to attend SLT meetings which are open to all parents
  - The SLT will organize a meeting of parents in February to review the current CEP, and receive input from parents, which will be considered in the drafting of next year's CEP.
3. Marta Valle High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
  - Grand Street Settlement/Beacon Program/Community In Action for the Lower East Side (CIALES), Educational Alliance and Kaplan K-12 Learning Services Tutoring Program
  - Parent Coordinator will organize quarterly meetings with the above partners to review current parent participation and develop strategies to increase parental involvement
  - SLT and PTA/PAC will support implementation of the strategies developed at these meetings.
4. Marta Valle High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design more effective parental involvement strategies, and to revise, if necessary (and with the involvement of parents) its parental involvement policies:
  - An evaluation form will be developed jointly by the Principal, PTA/PAC, and the Parent Coordinator. A draft evaluation will be presented to the SLT for input and review.

- The school will mail the evaluation home to parents. The PTA/PAC will dedicate a meeting inviting parents to discuss and submit the evaluation. Parents may also send the evaluation to the attention of the PTA/PAC President at the school.
  - In the event of poor parent response, the PTA/PAC will implement a telephone campaign to increase parent knowledge, feedback and participation in the evaluation of the Parent Involvement Policy.
5. Marta Valle High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership of the school involved, the parents, and the community to improve student academic achievement through the following activities specifically described below:
- o The school will provide assistance, as appropriate, to parents of children served by the school in understanding topics such as the following and will undertake the actions described in this paragraph:
    1. The State's academic content standards;
    2. The State's student academic achievement standards;
    3. The State and local academic assessments including alternate assessments;
    4. The requirements of Title I, Part A;
    5. How to monitor their child's progress; and
    6. How to work with educators
  - o The Principal will create and mail a Fact Sheet to parents outlining Items 1, 2 and 3. This will be duplicated and available at monthly PTA/PAC meetings as well as Parent Teacher Conferences.
  - o The PTA/PAC will create and mail a Fact Sheet outlining the requirements of Title 1, Part A. This will be duplicated and available at monthly PTA/PAC meetings as well as Parent Teacher Conferences.
  - o The Parent Coordinator will develop a Fact Sheet and assessments that address Items 5 and 6. This will be duplicated and available at monthly PTA/PAC meetings as well as Parent Teacher Conferences.
  - o The PTA/PAC will engage educational organizations to conduct parent workshops. Funding for these workshops will be provided through Title I funding.
  - o The PTA/PAC will need funding for the following:
    - o Postage and Mailing Supplies
    - o Office Supplies
    - o Educational/Informational Videos
    - o Parent Workshops from Community Based, Educational and Parent Organizations
    - o Food and Beverages for meetings and workshops
    - o Transportation
    - o Parent Trainings

The PTA/PAC will submit a budget proposal for these activities to SLT by October.

Marta Valle High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and will use technology, as appropriate, to foster parental involvement, by:

- Marta Valle High School will regularly publicize ESL, GED, and Computer Literacy classes that are available to parents through Grand Street Beacon Program.
  - The SLT will develop a parent component so that it includes development of parents in the areas of literacy and technology.
- Marta Valle High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, how to communicate with and work with parents as equal partners, how to appreciate the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
  - The SLT and PTA/PAC will conduct an on-going survey of parents to determine successful parent outreach strategies. In September, the SLT and PTA/PAC will organize a forum where parents and teachers can discuss ways to work together.
- Marta Valle High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - If funds are available, Marta Valle High School will purchase a translation subscription or program to quickly translate written materials. Otherwise, staff fluent in Spanish, Bengali and Chinese will be enlisted to translate written materials sent home
  - If funds are available a call master will be purchased to assist with outreach needs. Outgoing messages can be translated into Spanish, Bengali and Chinese.

### **PART III: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Other activities include:

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times;
- At the discretion of the Principal, teachers and other educators will conduct in-home conferences with parents, who due to extreme circumstances, are unable to attend parent meetings;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under *Section 118-Parental Involvement*, as parents may request.

## **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by scheduled Parent Association meetings. This policy was re-adopted by the Marta Valle High School on June 5, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before June 28<sup>th</sup>, 2010.

### **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and High Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### **Marta Valle High School SCHOOL- PARENT COMPACT**

Marta Valle High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and High Education Act (ESEA), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-10.

## **PART I**

### **SCHOOL RESPONSIBILITIES**

**Marta Valle High School will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic standards as follows:**
  - Emphasis on improving reading and writing skills of students;
  - Professional development for teachers that focus on strategies to help students comprehend printed material;

- Additional classroom time devoted to ELA and Math skills;
  - Using tutors from NYU who are assigned to classes;
  - Credit Recovery classes which are scheduled during early morning time slots, as well as late in the afternoon;
  - Two additional educational consultants to work with teachers (one who integrates technology onto existing lessons);
  - Social workers who work closely with guidance staff to help meet the mental and emotional health needs of students;
  - Small class sizes for at-risk students;
  - Saturday academy, CTT and supplemental educational services for IEP students;
  - Extended professional development opportunities for all teachers which will focus on new strategies to help struggling students;
  - Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
  - An after-school program and Saturday Academy that provides support to students in completing assignments as well as courses designed to enhance learning;
  - A tenured Assistant Principal in Math, Literacy and Math Coaches, and two Lead Teachers in Literacy and Science who will work with teachers to improve the quality of their teaching;
  - Strategies to increase daily attendance.
- **Hold Parent-Teacher Conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
    - Four conferences will be held during the year: two during the fall term and two during the spring term. Upon approval of administration, staff and School Leadership Team, additional conferences may be scheduled.
- **Provide parents with frequent reports as follows:**
    - Upon request of student or parent/guardian, copies of transcripts can be obtained which include an exam history of scores earned on statewide assessments and Regents.
    - In the event that they do not eventually pick it up, parents will be mailed a copy of their child's report card at the end of each marking period.
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
    - Parents interested in observing their child's classes can make arrangements through the Principal or her designee.

## **PARENT RESPONSIBILITIES**

**We, as parents, will support our children's learning in the following ways:**

- Supporting my child's learning by making education a priority in our home by
  - Making sure my child is on time and prepared everyday for school and is in possession of the school photo ID , which is to be worn in the building at all times;

- Monitoring attendance;
  - Talking with my child about his/her school activities everyday;
  - Scheduling daily homework time;
  - Providing an environment conducive for study;
  - Making sure that homework is completed;
  - Monitoring the amount of television my children watch;
  - Recognizing it may be necessary for my child to enroll in our extended-day and Saturday academic programs to advance academic performance and skill development.
- Providing the school with current up to date emergency contact information.
  - Meeting my obligation when necessary to pick up my child from school or at the hospital in emergency situations.
  - Participating, as appropriate, in decisions relating to my children's education.
  - Promoting positive use of my child's extracurricular time.
  - Participating in school activities including the PTA on a regular basis.
  - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
  - Monitoring my child's regular reading outside of school.
  - Communicating positive values and character traits, such as respect, hard work, and responsibility.
  - Respecting the cultural differences of others.
  - Helping my child accept consequences of negative behavior.
  - Being aware of and following the rules and regulations of the school and district.

- Supporting the school's discipline policy.
- Expressing high expectations and offering praise and encouragement for achievement.

## **PART II**

### **STUDENT RESPONSIBILITY**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:**

- Report to school on time and be in each class prior to the sound of the late bell.
- Report to school with all the necessary tools of learning – pens, pencils, books, photo ID which is to be worn at all times and shown to any adult upon request.
- Listen and follow directions.
- Participate in class discussions and activities.
- In accordance with a contract that is given to me by each subject class teacher, follow the school's and class' rules of conduct.
- Seek assistance from our guidance counselor or assistant principal if we need assistance or have any questions.
- Meet my responsibilities to complete homework assignments, class projects, as well as studying for tests and quizzes.
- Read at least 30 minutes every day outside of school time.
- Get adequate rest every night.
- Use the library to get information and to find books that we enjoy reading and return all library books promptly when they are due.
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.
- Take responsibility for my personal belongings and respect other people's property.
- Request and carry an out-of-room pass when using the lavatories. Lavatories are to be used only in the case of personal emergency.
- Submit a verified absence note to all subject class teachers.

- Be respectful and courteous to fellow students and to school personnel, using appropriate language.
- Return all textbooks promptly when they are due.
- Keep the school building clean by using wastepaper baskets and recycling bins, by eating only in the cafeteria and by not writing on or damaging school property.
- Drink only water in plastic bottles. Students will not be permitted to leave the room to get something to eat/drink.
- Obey fire and emergency drill directions. Stop all activities when announcements are made. In the event of an emergency, follow the directions of staff members.
- Leave beepers and cell phones at home. Walkmans, scooters, CD players, headsets and wires should be kept in my book bag at all times. If they are visible, they will be taken and returned to my parent/guardian.
- I will not bring anything that might be considered a weapon to school. If I see something I believe to be a weapon, I will report it to a Marta Valle staff member immediately.
- Obey NYC laws, which prohibit drinking, smoking or using drugs anywhere inside or directly outside the school building.
- All students are required to wear the school uniform which can be purchased through a vendor.
- Behave in a non-violent and/or non-threatening manner towards any student or staff.
- Refrain from using gang signs, calls, chants, movements, and handshakes.
- Refrain from initiating and/or participating in any fundraising activity that includes any collection of money unless sanctioned by Marta Valle High School as per NYC Department of Education regulations.
- Resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites; behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request.

**SIGNATURES:**

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**SCHOOL**

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**PARENT(S)**

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**STUDENT**

**MAY 2009**

DATE

DATE

DATE

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Needs Assessment Section

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

- We operate under the premise that when students' emotional, social and health needs are met, there is a positive impact on student achievement. Therefore, all students in grades 9-12 meet twice per week for forty-five minutes in a Seminar Class which includes independent reading, homework help, group guidance, and lessons on teen issues provided by our CBO partners. Ninth graders receive instruction based on the Seven Habits of Effective Teens by Steven Covey. Report cards are distributed and reviewed individually and collectively with the students by the seminar teacher each time they are issued.
- All at-risk sub-groups of students are given content area enrichment in after school and Saturday classes.
- Entering ninth graders will participate in a summer *Bridge* program before the school year begins in an effort to acclimate them to school life and outline expectations. In addition there will be a strong focus on building math and literacy skills.

- Teachers, along with supervisors of all students are reviewing pass/fail rates at the end of each marking period and developing individualized intervention plans. This enables our teachers to evaluate our students on a case by case basis, identifying individual learning needs, and creating and implementing strategies to address them. Supervisors follow-up to ensure that strategies are in place and effective. These strategies can include parent involvement, targeted instruction and prescriptive AIS.
- The IEP Team continues to work on placing students with severe emotional disabilities, in more appropriate settings, i.e., group residential homes.
- During Regents exam week, all students were/will be scheduled for individual student-teacher conferences to review progress, assess credit accumulation and, in the case of upperclassmen, review transcripts in preparation for graduation.
- Statistical data was presented at the opening faculty conference and continues to be given to teachers at monthly department meetings so that they can discuss effective practices that promote student success, e.g., differentiating instruction.
- Grade level teams meet weekly and again at the end of each marking period, to review student achievement data and create action plans for strategies to address student needs. Supervisors follow up to ensure these strategies are appropriate and are taking place.
- We have developed our own database for cohort data, which is updated at the end of each and every exam period. Information is disseminated to the teachers and to guidance personnel for strategic instructional planning. This data is matched with the information that is inclusive of the ATS Cohort Data screens and updates are made in accordance with regulations that govern cohort information.
- We are supporting our teachers by matching teachers to a member of instructional team. It now includes three lead teachers, three APs, an AUSSIE technology consultant, and a mentor for new teachers. Continuous, relevant professional development for teachers that address the deficiencies in student performance is provided.
- See also the Action Plan section (Goals 1-5)

### 3. Instruction by highly qualified staff.

- Eighty-nine percent of our staff is *highly qualified*.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Supervisors and lead teachers will help teachers develop interdisciplinary curriculum maps for all subject areas/grades so that material presented to students is aligned with state and city standards as well as reading comprehension standards.
- We will provide workshops to teachers on using data to inform teaching and learning. See also Action Plan section.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We strive to place the most highly qualified teachers in vacancies in our school, and/or assist our current teaching staff in becoming highly qualified. We use a variety of strategies, including

- Outreach to the Integrated Service Center– working closely with the human resources liaison.
- Job fairs, professional contacts, university partners
- Recruitment Programs, such as the NYC Teaching Fellows Program, Teach NYC
- Our interview committee evaluates each teaching candidate quite carefully. Every prospective hire is expected to present a lesson to a class and to members of the faculty before any offer is presented.
- Our HR liaison worked to clear up administrative inconsistencies and resolve licensing issues.
- Teachers will be assigned to their areas of certification to the extent possible.
- Use of conversion programs by using 5% Title I monies.
- Beginning the search for teachers earlier, to ensure improved teacher quality.
- We make an effort to hire the successful student teachers when possible
- To the extent possible, teachers use the online HOUSSE program to demonstrate subject matter competency.
- In addition, ongoing professional development occurs in all departments throughout the school year and in the summer.

6. Strategies to increase parental involvement through means such as family literacy services.

- See Appendix 4

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- See also the Action Plan section (Goals 1-5)

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- See also the Action Plan section (Goals 1-5)

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- See the Action Plan section (Goals 1-5)

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- See Narrative Section

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** SINI Year 1/Graduation Rate      **SURR<sup>1</sup> Phase/Group (If applicable):** N/A

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

The only area we are currently identified is SINI Year 1 for Graduation Rate for All Students. The reason for this was because, in September 2004, when the relevant cohort of students entered high school, we did not have a strong literacy program in place across the subject areas. For this reason, some of the 9<sup>th</sup> graders who entered in 2004 got discouraged and stopped coming to school.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Our four-year graduation rate on the 08-09 Progress Report was 62.0%. This means that we are guaranteed to make our next AYP in the only category we were identified. As evidenced by our greatly improved Regents Passing Rates and Credit Accumulation Rates over the past four years, we are confident that our graduation rate will continue to remain above the state standard. For the steps we plan to use to make the rate even higher, please see Action Plan, Goal 5

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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<sup>1</sup> School Under Registration Review (SURR)

- Teachers will have the opportunity to attend workshops and conferences given by the DOE and by nationally recognized organizations such as ASCD, The International Reading Association, America's Choice Annual Conference and others. Teachers will be focusing on topics such as balanced literacy practices, differentiating instruction, development of authentic assessment, and using data to inform teaching and learning.
  - Teachers will be encouraged to attend conferences that address their personal professional goals. In turn, they will present turnkey training to colleagues at department meetings or lunch & learn workshops.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- We will hire a veteran teacher who has been trained as mentor as per The New Teacher Center at the University of California's Santa Cruz model
  - We will continue our new teacher buddy system, whereby we pair new teachers with experienced teachers.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- Once per semester, we will mail letters to parents, which will include descriptions of the strategies we are implementing toward school improvement.
  - Parents are invited to informational meetings, which are held in conjunction with the above mailings. Translators are available at these meetings.
  - Information is also available on the school's website.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the High level. These data further indicated that curricula were not adequately articulated—less articulated in High than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the High level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The CEP needs assessment process (described earlier in this document. See Needs Assessment section.), as well as ongoing periodic review of student achievement data, and curriculum and instructional practices – all done as part of the SQRI, helped our CEP team to determine whether or not this finding was applicable.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum maps, scope and sequence within departments, as well as ELA materials are carefully designed, closely monitored and discussed and updated as needed during the following: department meetings, ongoing, regular ELA study groups, and regular Inquiry Team meetings. The results and evidence to support our finding are shared with the greater school community through memos and minutes at faculty meetings. In addition, further evidence can be seen in our student achievement data on the ELA Regents exams. Very few of our students still need to pass the ELA Regents exam.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

## Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

## Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

## Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- ✓ A periodic needs analysis survey is conducted by the Mathematics department as it continuously self assess its efficacy with instruction.
- ✓ Data analysis is ongoing using EDPERFORMANCE which aligns to building up curriculum knowledge.
- ✓ Data analysis is ongoing using ACUITY which aligned to high stakes assessments i.e., Regents Examination.
- ✓ Use of intervention program such as DESTINATION MATH that is geared towards scaffolded instruction for Students with Disabilities and Limited English Proficient learners.
- ✓ An increase in active participation using technology in numeracy through the Internet as an alternative instructional resource.
- ✓ Use of technological paraphernalia such as SMART boards and mobile carts in the math classroom.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum maps are aligned with the scope and sequence/pacing guide in Mathematics closely monitored by the Assistant Principal for Instruction in Math as well as with the assistance and facilitation of a Lead Teacher in Math. Discussions and updates as needed are conducted during department meetings, ongoing and regular Inquiry Team meetings. The results and evidence to support our finding are shared with the greater school community through memoranda and minutes at faculty meetings. In addition, further evidence can be seen in our student achievement data on the Mathematics Regents exams.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the High level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The CEP needs assessment process (described earlier in this document. See Needs Assessment section.), as well as ongoing periodic review of student achievement data, and curriculum and instructional practices – all done as part of the SQRI, helped our CEP team to determine whether or not this finding was applicable.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teacher observations, instructional team findings and mentors feedback. In addition, curriculum maps, scope and sequence within departments, as well as ELA materials and instructional methods and strategies are carefully designed, closely monitored and discussed and updated as needed during the following: department meetings, ongoing, regular ELA study groups, and regular Inquiry Team meetings. The results and evidence to support our finding are shared with the greater school community through memos and minutes at faculty meetings. In addition, further evidence can be seen in our student achievement data on the ELA Regents exams. Very few of our students still need to pass the ELA Regents exam.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories:

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The CEP needs assessment process (described earlier in this document. See Needs Assessment section.), as well as ongoing periodic review of student achievement data, and curriculum and instructional practices – all done as part of the SQRI, helped our CEP team to determine whether or not this finding was applicable.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teacher observations, instructional team findings and mentors feedback. In addition, curriculum maps, scope and sequence within departments, as well as mathematics materials and instructional methods and strategies are carefully designed, closely monitored and discussed and updated as needed during the following: department meetings, ongoing, regular mathematics study groups, and regular Inquiry Team meetings. The results and evidence to support our finding are shared with the greater school community through memos and minutes at faculty meetings. In addition, further evidence can be seen in our student achievement data on the mathematics Regents exams.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

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(1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The CEP needs assessment process (described earlier in this document. See Needs Assessment section.), as well as ongoing periodic review of student achievement data – all done as part of the SQRI, helped our CEP team to determine whether or not this finding was applicable.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have the same teachers on staff this year as last. For the past several years, our teaching staff has remained very stable. Average number of years of experience is 4. Our teachers also participate in a variety of professional development activities and pursue advanced degrees and certificates.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The CEP needs assessment process (described earlier in this document. See Needs Assessment section.), as well as ongoing periodic review of personnel data – all done as part of the SQRI, helped our CEP team to determine whether or not this finding was applicable.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See Appendix 2

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The CEP needs assessment process (described earlier in this document. See Needs Assessment section.), as well as ongoing periodic review of student achievement data – all done as part of the SQRI, helped our CEP team to determine whether or not this finding was applicable.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See appendix 2.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

The CEP needs assessment process (described earlier in this document. See Needs Assessment section.), as well as ongoing periodic review of professional development data and anecdotal feedback – all done as part of the SQRI, helped our CEP team to determine whether or not this finding was applicable.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

There is a continuous need to provide updated trainings and professional development workshops for special and general education teachers. In providing a consistent effort of streamlining resources, a need to turnkey professional development for all staff members remains a necessity. The lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms becomes essential in scaffolding and differentiating instruction. In addition, behavioral support plans for these students needs to be collectively identified, assessed and monitored.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Creating a collaborative time for articulation. Ongoing assistance by Network/Content Specialists and the need for a consistent support from the Manhattan Integrated Service Center remains essential. We will work further with Central to alleviate any misconception or clarify any misinterpretation of regulations and or protocols.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The CEP needs assessment process (described earlier in this document. See Needs Assessment section.), as well as ongoing periodic review of IEP student data and anecdotal feedback – all done as part of the SQRI, helped our CEP team to determine whether or not this finding was applicable.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As a high school, the responsibility to maintain cumulative files, update individualized educational plans, conduct IEP meetings, case conference, etc. is great. At times, this is a struggle. Plans are sometimes outdated, behavioral goals and objectives are either not clear, or old and inappropriate. Sometimes files are missing important data or other relevant information. As such, there is a need to strengthen organizational structures and perhaps, personnel assignments in managing caseloads.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The IEP team reviews the IEP caseloads and determines the need to formulate behavioral goals and objectives on an “as need” basis. We will implement a functional behavioral assessment that will lead to the creation of a behavioral intervention plan.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

There are 10 students in Temporary Housing as referenced in ATS as of 10.16.09.

2. Please describe the services you are planning to provide to the STH population.

The McKinney Vento Homeless Assistance Act poster is prominently displayed at the Parent Corner Bulletin Board on the first floor. The guidance counselor, social worker, parent coordinator, community associate and attendance teacher have all received the RFLG report that includes the students' biographical updates. The social worker has taken initiative in facilitating a group to elicit any information or needs assessment. Students in temporary housing will receive all necessary nutrition, instructional materials and supplies through out the school day.