



MARTA VALLE HIGH SCHOOL

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 01M509
ADDRESS: 145 STANTON STREET
TELEPHONE: 212-473-8152
FAX: 212-475-7588**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....9

SECTION IV: NEEDS ASSESSMENT.....13

SECTION V: ANNUAL SCHOOL GOALS.....17

SECTION VI: ACTION PLAN.....18

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....32

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....33

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....39

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....44

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....46

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....62**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...65

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....66

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....68

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M509 **SCHOOL NAME:** Marta Valle High School

SCHOOL ADDRESS: 145 Stanton Street

SCHOOL TELEPHONE: 212.473.8152 **FAX:** 212.475.7588

SCHOOL CONTACT PERSON: Mimi Fortunato **EMAIL ADDRESS:** mfortun@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joseph Tumbarello

PRINCIPAL Mimi Fortunato

UFT CHAPTER LEADER Anthony Santagato

PARENTS' ASSOCIATION PRESIDENT: Lysette Brown

STUDENT REPRESENTATIVE:
(Required for high schools) Adrian Rodriguez
Bibi Chowdhury

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 **CHILDREN FIRST NETWORK (CFN):** 206

NETWORK LEADER: Jayne Godlewski

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Mimi Fortunato	*Principal or Designee	
Joseph Tumbarello	SLT Chair	
Anthony Santagato	*UFT Chapter Chairperson or Designee	
Lysette Brown	*PA/PTA President	
Karen Mendy	Parent	
Marisol Ravelo	Parent	
Linda Surles	Parent	
Gregory Wyche	Parent	
Tracy Karas	Teacher	
Cliftonia Johnson	DC37 Representative	
Bibi Chowdhury	Student	
Adrian Rodriguez	Student	

* Core (mandatory) SLT members.

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 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 where this information is already available for your school (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.

Mission

The mission of *Marta Valle High School* is to support the development of our students' intellectual curiosity, creative minds, healthy bodies, leadership capacity, and the ethical spirits needed to contribute wisdom, compassion and leadership in the 21st Century. We provide a college and career-readiness academically rigorous program through which educators, parents, and community based partners lead students to take responsibility for learning, and where students are inspired by unique exposure and experiences in the visual, performing, and culinary arts. We are committed to sustaining a school in which individuals representing diverse cultures and experiences support one another in the meaning and value of community, leadership, innovation, and in the joy and importance of lifelong learning.

Educational Philosophy

Our shared responsibilities for the coming year include supporting our students' increased academic proficiency, social growth, and college and career readiness as we prepare each student for high school graduation and post secondary success. The key word is shared, as we do not assume these responsibilities alone, but as a community of learners committed to building individual and collective strength. Our shared path toward achieving the Marta Valle High School goal of meeting the needs of every student every day includes the following key components:

- ✓ Ongoing Professional Development (aligned with our individual Professional Growth Plans and School-wide Growth Plans) for all members of our educational team in the following key areas:
 - Professional Learning Communities
 - Literacy Strategies Across the Content Areas
 - Managing Results through Data
 - Differentiated Instruction

- ✓ Building each student's leadership capacity and individual sense of responsibility for and pride in his/her success through the continued development of additional opportunities for academic support and enrichment before, during, after the school day, on Saturday and during inter-sessions, exciting on-line courses through our participation in the Innovation Zone, engaging internships, arts and athletic experiences, and community service projects, the implementation of a Dress Code for Success, our Seminar course supporting healthy social/emotional growth, and partnerships with the Mayor's Interagency Task Force on Truancy, Chronic Absenteeism & Engaging At-Risk Youth at School, non-profit organizations such as Partnership with Children, Publicolor, ENACT, College for Every Student (CFES), and many others.

- ✓ A strengthened Home-School Partnership. In the 2010-2011 academic year, we'll work together to continue to welcome parents as integral partners in the educational process, and respect and value their contribution. We'll create opportunities for increased parental involvement and leadership-through participation in a range of activities, including:
 - Parent Advisory Council
 - School Leadership Team
 - Family, College & Career Workshops
 - Parent Association Meetings
 - Principal Breakfasts
 - Curriculum Evenings & Academic Conferences

To accomplish these broad goals, all members of the Marta Valle educational team commit our shared enthusiasm, excitement, skill, passion, and energy to our collaborative efforts.

Theory of Action:

Our theory of action (TOA)* is drawn from our understanding of how adolescents learn and become engaged in school, the practices and conditions that best promote learning, and the policies, management systems and culture that foster deep commitment and high performance in adults. The Marta Valle organizational structure is designed to ensure alignment of our curriculum, instructional and assessment practices. Grade Level and Department Professional Learning Teams of teachers collaborate on the design and implementation of a living curriculum that is designed to meet the needs of our diverse learners. Our TOA is a comprehensive managed instructional system that embraces many theories of action, including accessing adequate resources, effective management, small learning communities, highly qualified teachers, and continually monitoring and improving student engagement and performance.

Through managed instruction, our goal is to develop and maintain a school-wide culture of continuous improvement. We do this by effectively addressing six conditions of learning:

- Curriculum
- Instruction
- Engagement
- 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 is located in the heart of the vibrant Lower East Side of Manhattan, an area buzzing with live music, poetry clubs, cafes, art galleries, theaters, parks, libraries, and ethnic restaurants. What a great place to go to high school! Marta Valle was a local community organizer and Social Worker. A 1954 graduate of Hunter College, she was instrumental in organizing city-wide conferences for change and social justice. Marta Valle High School continues the tradition established by our namesake through the ongoing

development of extraordinary educational opportunities for young adolescents in New York City. Core academic classes are supplemented by a wide range of electives in fine arts, culinary arts, video production, animation, music, media and technology. We offer a blended program of on-line courses through our participation in the groundbreaking New York City Department of Education Innovation Zone program where students can earn Advanced Placement credits in Mathematics and Science. Extended day and Saturday opportunities include community service, PSAL Athletics, Dance, Capoeira, Drama, and Weight-Training in our state-of-the art Fitness Center. Marta Valle is truly a place where “educating hearts and minds for the 21st Century” is a reality.

During the six years of the previous principal’s tenure Marta Valle was removed from the SURR list. In addition, Marta Valle earned a “B” on the citywide Progress Report for the past three years (2007-2008, 2008-2009, 2009-2010).

The result of our concerted efforts to integrate the use of technology led to our school becoming the recipient of a Title IID grant. During the 2008-2010 school years this grant was used to advance the skills of our teachers so that our students can be adequately prepared for 21st Century technology use. Additionally, we received a 21st Century Grant from the Federal Government that will continue to provide us with funding of over one million dollars for the next four years. In addition, we received an Extended Day Violence Prevention Grant from the NYS Education Department, and are participants in the Innovation Zone for the 2010-2011 academic year. Our involvement in the iZone is categorized within the iLearnNYC initiative under the topic of “expanding student access to world-class instruction through virtual learning”. Our core focus this school year will be to pilot new ways to accelerate student achievement through online AP courses that blend face-to-face and digital learning environments.

The commitment the Marta Valle Educational Team has made towards targeting instruction to meet the academic needs of our students 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 students entering Marta Valle at above proficiency levels 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 towards completion of a required research project in each major academic content area. Special funding for the library has been provided through several grants that have been awarded to us. For the past four years, the hours of operation for our Library/ Media Center have been extended beyond the school day (both morning and evening).

All students are enrolled in a Seminar class, which meets two days per week and is developed to support support/emotional growth, building organization and study skills, and deepening trusting relationships between students and adults. Teacher-led Professional

Learning teams develop Seminar classes themes that are specific to meeting the needs of the students on each grade level.

Partnerships with the following organizations provide support services and enhance our instructional program:

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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 High School				
District:	1	DBN #:	M509	School BEDS Code:	310100011509√

DEMOGRAPHICS									
Grades Served in 2009-10:	Pre-K	K	1	2	3	4	5	6	7
	8	√ 9	√ 10	√ 11	√ 12	√ Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		86.7/83.6	89.7/83.1	81.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98.1	95.2	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	43	0	0		81.5	81.5	92.1		
Grade 8	73	39	0						
Grade 9	173	132	102	Students in Temporary Housing: Total Number					
Grade 10	115	129	116	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	65	65	64		6	15	TBD		
Grade 12	49	76	68						
Ungraded	4	0	2	Recent Immigrants: Total Number					
Total	522	441	352	(As of October 31)	2007-08	2008-09	2009-10		
Total					17	7	7		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	35	21	25						
No. in Collaborative Team Teaching (CTT) Classes	51	32	25	Principal Suspensions	149	32	41		
Number all others	29	33	26	Superintendent Suspensions	34	22	15		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	68	54	47	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	13	9	10	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	48	30
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	25	20	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	3	7
	37	34	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	56.3	69.4	97.0
Black or African American	17.2	17.7	18.5	Percent more than five years teaching anywhere	43.8	44.9	87.0
Hispanic or Latino	69.2	68.7	67.9				
Asian or Native Hawaiian/Other Pacific Isl.	11.7	11.8	11.6	Percent Masters Degree or higher	56.0	61.0	93.0
White	1.9	1.8	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.0	87.6	95.0
Multi-racial							
Male	51.3	52.2	50.6				
Female	48.7	47.8	49.4				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)	✓		
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	✓
	Math:	✓	Math:	X
	Science:	✓	Grad. Rate:	✓

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓	✓	✓	✓	66
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-	-	-	-	
Hispanic or Latino	-	-	-	✓	X		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	--	
White							
Multiracial							
Other Groups							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	✓	✓		✓	✓		
Student groups making AYP in each subject	2	2	1	3	2 of 3	1 of 1	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	62.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Align Instructional Strategy to Goals	√
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Gather Data	√
School Performance (Comprises 25% of the Overall Score)	12.9	Quality Statement 3: Plan and Set Goals	√
Student Progress (Comprises 60% of the Overall Score)	38.3	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped

► = Underdeveloped with Proficient Features

√ = Proficient

W = Well Developed

◇ = Outstanding

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/Teacher 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 your school's 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-referenced data sources and documents/data, we conducted our needs assessment in the following ways:

- Members of Department Professional Learning Teams evaluated NYS Regents exams, and developed an item analysis, which identified the academic strengths and weakness for each of the Regents task.
- For the fourth consecutive year, our Inquiry Team is planning to study the students in the lowest one third (based on their citywide performance in grade 8). We will develop short and long term goals for the students who are being studied. Improving the writing skills of our students will be a key area of focus. For students in grade nine and ten, we will strive 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 five 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 and Department, Professional Learning Teams and school instructional leaders reviewed the New York State School Report Card, the NYCDOE Learning Environment Survey, the DOE Progress Report and the Quality Review. Key findings were noted along with identified areas in need of improvement (see below).
- Through the NYC DOE Quality Review process and NYSED and NYSED School Quality Review Initiative, needs assessments were conducted.

Through data analysis and our needs assessment, we identified the following student performance trends became evident through our assessments:

- Our SED 2009-2010 Report Card indicates that, in 2009-2010, we did not make Adequate Yearly Progress in Mathematics within the sub-group of Hispanic and Latino students. Math Department Professional Learning Team will be revising course grading Policies to ensure that students have multiple opportunities to demonstrate mastery of skills.
- Our school-wide focus on Literacy has been designed to provide targeted support student understanding of complex Math text and tasks. Our Inquiry Team work is focused on developing strategies to build literacy skills to ensure that our students have the reading comprehension, speaking, and writing skills to communicate and demonstrate mastery and understanding of complex mathematical tasks and texts.
- 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. All Department Grade Level Teams are currently engaged in revising Grading Policies to ensure that these are aligned with learning outcomes rather than percentages in sub-categories (i.e.- homework, attendance, tests, etc.).
- The performance of students on the Global Studies and English Regents is dependent upon students' skill in deconstructing complex expository text, the analysis of those texts, and their skill in articulating their understanding.
- Student performance on the Global Studies Regents demonstrates the need for increased levels of support in this area. Our Aussie Professional development Coach will be providing targeted support to Global Studies teachers. Lunch Café Tutoring, After-school and Saturday Success Regents Prep courses will provide additional out of class support for students in this content area.
- Based on trends from Google Analytics, many of our students exhibit high levels of fluency in utilizing the Marta Valle Online Learning Community (<http://martavalle.org>) to interact, communicate and collaborate with peers and their teachers.
- As specified by the ISTE National Technology Standards in relation to Research and Information Fluency there is a wide disparity in terms of students information and media literacy skills with regards to their ability to locate, organize, analyze, evaluate, synthesize and ethically utilize information from a variety of media and sources
- The Common Core State Standards emphasize Anchor Standards for College and Career Readiness that we will utilize to fully support the growth of our students to develop and strengthen writing and reading skills.
- Intervisitations will continue between and among teachers within departments and across disciplines so that teachers can observe techniques and practices that are consistent with our Inquiry Work. Lab Sites will be developed in all core content areas.
- Learning Walks and informal and formal observations provide evidence of an inconsistency across classrooms in aligning lessons to NYS Learning Standards.
- Differentiated instruction should include targeted selection of texts that align with the reading level of the students should be used on a regular basis.
- Although upperclassmen are continuing to enroll in college level courses at a nearby college, it is important for our students to engage in a pre-enrollment discussion so that they are aware of the academic requirements.

- Teacher goals, individually developed Professional Growth Plans, as well as information from the annual preference sheet should be used to develop targeted and meaningful professional development activities.
- Time needed to be built into the weekly schedule to permit teachers to analyze data, and develop and discuss individual student goals which will impact upon the design of their lessons. This has been created through programming the following meetings: weekly Grade Level Professional Learning Team, monthly Full Faculty Professional Learning Meeting, monthly Department Professional Learning Team, weekly Collaborative Time, and weekly Professional Learning Community Meeting Time.
- The use of the ARIS system has enabled teachers to easily discuss student data with parents and guardians and obviated the need to send information home.
- A high rate of failure in classes demonstrated the need for a structured system of response to student poor performance. Teachers are now expected to provide students with meaningful feedback that is abundant, timely and continuous. Assessment rubrics are expected to be made public when tasks are assigned. Additional structures have been implemented since September 2010, including the development of SMART Academic Intervention Contracts (SAIC) for all students at the end of each marking period. These SAIC are developed collaboratively with teacher, student, social worker, guidance counselor, and family participation.
- More effective procedures need to be developed for utilizing technology in classes.
- Teachers are now mindful of applying the techniques learned from professional development sessions within their lessons particularly with the instructional practices that are linked to the Inquiry Work, differentiated instruction, and analysis of student work.
- Our needs assessment demonstrated that faculty and staff were not fully aware of the extensive support services that MVHS offers to students through our CBO partnerships with and on-site Partnership with Children team of social workers. We have developed a catalog of support services, tutoring, 21st Century Grant activities, and social service supports and have provided those to faculty and staff. This information provides all members of our educational team with the critical information needed to develop meaningful SMART Academic Intervention Contracts with students.
- We identified the need for an improved structure and system for referrals to the Dean. Teachers now share information through a Google doc, which is reviewed daily by the Deans and the Assistant principal of Safety and Security. This has provided support staff with anecdotal information needed to develop clear plans for improved student behavior.
- Teachers should continue to enroll in conflict resolution workshops. Staff and faculty have been offered the opportunity to participate in Life Space Crisis Intervention Workshops that are facilitated in the MVHS building on Saturdays throughout the year.
- Curriculum maps for each subject are now posted on the wiki so that students can access the curriculum, and can be aware of the expected learning, skills and standards for each course.
- While student work that is displayed in hallways is current, we identified a need for a consistent template for Bulletin Boards. This was developed and distributed to all staff and faculty. Expectations have been shared regarding bulleting board displays: that exemplary student work be displayed on each bulletin board, along with the task, the assessment rubric and meaningful feedback, and next steps.

- The differentiated instructional needs of students must be identified within Math CTT classes, and a targeted use of formative assessment must be aligned to identified student learning need.
- Compliance concerns identified in 2009-2010 demonstrate the need for attention to appropriate placement in learning environments that are consistent with each student's IEP.
- Students should continue to have the opportunity to enroll in conflict resolution as an elective course. Additional opportunities for student involvement in Peer Mediation have been developed.
- Data from 2009-2010 indicated that the Comprehensive Educational Plan needs to be reviewed and modified throughout the year. The principal meets regularly with SLT members to reflect and revise the CEP in an ongoing commitment to the use of the CEP as a living document.
- Academic rigor needs to be defined so that there is consistency in understanding and designing lessons.
- Teachers have been consistently making a concerted effort to align formative assessments with the learning goal of each lesson. Conversely, there is an inconsistent use of diagnostic information when designing lessons.
- The design of lessons should continue to include tasks that align to the next learning step of the students. Teachers must plan for the assignment of differentiated tasks and assignments within each lesson.
- Lessons that foster 21st Century skills such as problem-solving and analysis are being facilitated at varying degrees. Teacher must use questioning techniques as a means of fostering critical thinking.
- In concert with our school's participation with the iZone, the integration of technology will prepare students for 21st Century careers.
- Classroom practices that actively engage each and every student should be integrated in lesson development.
- The need for deeper student engagement has been identified. Additional opportunities for student involvement have been developed through the implementation of programs such as: Student Ambassadors, as Student Advisory Board, Student SLT Representatives, Student Government Representatives.
- Our grading policy needs to be more explicit and transparent to students so that they are fully aware of the criteria that are being used to evaluate their performance. Teachers are now expected to share clear expectations with students at the beginning of each marking period.
- A working relationship with CO-OP Tech has been established to provide juniors and seniors with job training opportunities.
- SETTS students now receive support through a push-in resource room.
- School attendance data indicates the need for a deeper emphasis and community effort on improving student attendance. Additional teams have been developed to address this, including the 90% Attendance Professional Learning Team, and the Student Success Summit. These teams meet weekly to review current data and develop targeted student-specific attendance improvement plans. All members of the school community are expected to work collaboratively and perform additional role specific tasks that target improved student attendance and decreased lateness to class.

SECTION V: ANNUAL SCHOOL GOALS

Goal 1:

To improve average student attendance as indicated on NYC Progress Report and NYS Report Card.

Measurable Objective: In the 2009-2010 school year, the student attendance rate at Marta Valle High School was 81.9%. In the 2010-2011 school year, we will improve our student attendance rate by 2.1% for a student attendance rate of 84%.

Goal 2:

To improve student graduation rate as indicated on NYC Progress Report and NYS Report Card.

Measurable Objective: In the 2009-2010 school year (as of June, 2010), the graduation rate at Marta Valle High School was 53.5%. In the 2010-2011 school year (June, 2011), we will improve our graduation rate by 2.5% for a student graduation rate of 56%.

Goal 3:

To improve the consistency of differentiated instructional practices across classrooms to challenge and engage all students at appropriate levels.

Measurable Objective:

- 100% of the teachers will self-assess using the Santa Cruz New Teacher Continuum, and will create Individual Professional Growth Plans that will target the Professional Standards of:
 1. Engaging and Supporting All Students in Their Learning
 2. Creating and Maintaining Effective Environments for Learning.
- 75% of the teachers will utilize effective differentiated instructional practices that support the individual learning needs of their students.
- 100% of all core academic teachers will support students in the development of short and long-term SMART goals for their students together with an Action Plan that supports their attainment.
- 75% of the students enrolled in core academic classes will be able to articulate the steps that they developed in their Action Plan that outline what they need to do to advocate for themselves in accessing available resources and to be successful in learning content material or completing coursework.

Goal 4:

To deepen the practice of sharing and analyzing current student work, celebrate learning, and make public what is being studied.

Measurable Objective:

- 90% of the teachers will develop Individual Professional Growth Plans that include an Action Plan of professional development activities to support their practice of sharing and analyzing student work products.
- 90% of teachers will be engaged in Professional Learning Community and Professional Learning Team Meetings where student work products are shared and analyzed and where celebrations of student work are planned and implemented.
- 90% of student work displays outside of classrooms will include a rubric and meaningful feedback to students outlining next steps.

Goal 5:

To improve students' skills in the use of technology, including virtual learning, as a tool to deepen critical thinking, solve real-world problems and create digital content with an emphasis on college and career readiness.

Measurable Objective:

- 65% of the teachers will seamlessly integrate technology into their core curriculum in conjunction with the NY State Standards, National Technology Standards (NETS) and Common Core Standards.
- 75% of the teachers will utilize the Marta Valle Online Learning Community (<http://martavalle.org>) and other shared learning applications (Google Docs, Moodle, etc.) to communicate and work collaboratively with students to support the needs of all learners.

SECTION VI: ACTION PLAN

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 2010-11 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, PLA, 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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: To improve average student attendance as indicated on NYC Progress Report and NYS Report Card.</p> <p>Measurable Objective:</p> <ul style="list-style-type: none"> In the 2009-2010 school year, the student attendance rate at Marta Valle High School was 81.9%. In the 2010-2011 school year, we will improve our student attendance rate by 1.1% for a student attendance rate of 83%.
<p>Action Plan 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"> Marta Valle High School will participate in the Mayor’s Interagency Task Force on Truancy, Absenteeism, and Engaging At-Risk Students at School. This pilot project will be provided at no cost to Marta Valle and will include awareness campaigns, incentive programs, new outreach and engagement models, developing protocols to strengthen Marta Valle partnerships with community-based organizations, service providers, and law enforcement, and developing data-driven models for identifying and responding to students at greatest risk of chronic absenteeism As an integral component of the Mayor’s Interagency Task Force, a Student Success Team will be developed that will include the Marta Valle Principal, Assistant Principal, Lead Teacher, Community Associate, School Aide, Health Aide, the Partnership with Children (PWC) Program Director, PWC Site Director, two PWC Social workers, five Hunter College social work interns. This team will meet weekly each Friday in Student Success Summits to review current student attendance data, Long Term Absence (LTA) and 407 Report Data, will review the status of five targeted students using a newly developed Data Dashboard, and will develop and update weekly Action Plans outlining next steps. Marta Valle will identify an initial target group of 100 students, whose attendance was

below 90% during the 2009-2010 school year, including LTA students. Prior to the start of the 2020-2011 school year, these students will receive letters from the Mayor and from the Principal sharing the common goal of improved student attendance, the NYCDOE expectation of 90% attendance, and the opportunities for an increased level of support that would include counseling, tutoring, and Planning Interviews for transition to alternative education programs.

- In collaboration with PWC, the Student Success Committee will assign advocate-mentors to each of seventy-five targeted students in a 1:15 caseload. These advocate-mentors (PWC Social Work Interns from Hunter College) will be directly responsible for on-going phone outreach, home visits, and for providing both individual and group counseling to each targeted student.
- PWC Advocate-Mentors will participate in the weekly Student Success Summits and will collaborate with other members of the Student Success Team in developing, implementing, and evaluating effective interventions.
- In addition to the Student Success Team, the 90% Attendance Team will be developed that will include the Principal, Assistant Principal, Community Associate, Health Aide, School Aide, and the School Climate Coordinator. Attendance will be monitored on a daily basis. The 90% Attendance Team will target all Marta Valle students who are not on the PWC targeted student list. A team consisting of the Community Associate, the Health Aide, and a School Aide will call the homes of all absent, late, and cutting students who are not on the PWC caseload. School Messenger will be programmed to call the homes of all students who are absent, late or cutting, and Vanguard will be contracted to provide postcard mailings to the homes of these students as well.
- The Principal will host nine Monthly Principal Lunches to celebrate the success of all students who have demonstrated above 90% attendance and who exhibit the behaviors expected of Marta Valle students; Respectful, Reliable, Responsible, Creative, Thoughtful, Forward-thinking. Monthly school-wide Town Halls will include celebrations of all students who have demonstrated above 90% attendance. School-wide displays will include the names, photographs, and bios of students with above 90% attendance.
- Marta Valle will host evening Parent Success Summits each term for parents of those students targeted as having had less than 90% attendance in the 2009-2010 school year. These Success Summits will provide parents with opportunities to access free resources such as health insurance, counseling, tutoring services, extended-day school enrichment programs, and will celebrate the parents and families of those students whose adolescents have demonstrated above 90% attendance. Marta Valle teachers will be present at Parent Success Summits and will facilitate workshops sharing information with regarding how parents can use ARIS to track their adolescent's progress towards graduation.

	<ul style="list-style-type: none"> • All Marta Valle teachers and staff will be provided with professional development support in engaging at-risk students through the Life Space Crisis Intervention (LSCI) Program. LSCI will be offered on-site at Marta Valle beginning in October, 2010. Teachers and staff will have opportunities to participate in ongoing LSCI study groups during planned Professional Learning Team collaborative planning time on Fridays throughout the school year. • All Marta Valle students will be enrolled in Student Seminars in which faculty members act as student advocates and facilitate the development of Student Action Plans that include SMART goals targeted to address improved attendance. • The Marta Valle Professional Learning Community will collaboratively develop increased opportunities for student involvement in lunch-time activities (Café Clubs), and extended day activities through partnerships with the Educational Alliance, Grande Street Settlement, Publicolor, College For Every Student, Sarah Lawrence College, New York University, Beacon, and our participation in the Innovation Zone Pilot and the 21st Century Grant Program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>SES, 21st Century, Partnership with Children, TL Children First LSO, TLCFES, TL Data Specialist, IDEA Mandated Counseling Shared</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • NYC Progress Report and NYS Report Card data will indicate a 1.1% increase in student attendance in the 2010-2011 school year. • The number of Long Term Absent (LTA) truant students will decrease from 60 to 30, an improvement rate of 50%. • Documentation memorializing meaningful communication in weekly Student Success Summits and 90% Student Attendance Team Meetings. • All members of the Marta Valle educational community will be engaged in the effort to improve student attendance and maintain a student attendance rate of 90%. • Students and their parents will be active participants in our shared goal of improving student attendance and maintaining a student attendance rate of 90%.

Subject/Area (where relevant): Graduation Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: To improve student graduation rate as indicated on NYC Progress Report and NYS Report Card.</p> <p>Measurable Objective:</p> <ul style="list-style-type: none"> • In the 2009-2010 school year (as of June, 2010), the graduation rate at Marta Valle High School was 53.5%. In the 2010-2011 school year (June, 2011), we will improve our graduation rate by 2.5% for a student graduation rate of 57%.
<p>Action Plan 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"> • The Principal will host Monthly Principal Lunches to celebrate the success of all students who have demonstrated that they are on track to graduate and who exhibit the behaviors expected of Marta Valle students; Respectful, Reliable, Responsible, Creative, Thoughtful, Forward-thinking. These behaviors are posted throughout Marta Valle High School as the “Recipe for Success”. • Nine Monthly school-wide Town Halls will include celebrations of all students who have demonstrated above 90% attendance. School-wide displays will include the names, photographs, and bios of students with above 90% attendance. • The Principal will host Monthly Senior Seminars facilitated by the Senior Advisor in which students will have a voice in the development of Senior Activities, Celebrations, and Fund-raising Events. • Targeted outreach will be implemented to support seniors (and their families) who are SES eligible in accessing free Supplemental Education Services (SES). • The Marta Valle SLT, Community Associate, and Guidance Staff, in collaboration with our Parent Association will implement Monthly Parent Resource Fairs to provide families with information and opportunities to meet with NYCDOE approved SES providers. • Marta Valle Guidance Team, in collaboration with Seminar teachers, will target seniors and facilitate transcript reviews and develop Academic Intervention Contracts with all students who are failing one or more classes. • Marta Valle will partner with College For Every Student (CFES), a nonprofit organization committed to helping underserved youth prepare for, gain access to, and succeed in college. • Marta Valle will identify a teacher who will act as the on-site CFES coordinator, and who will collaborate with the Marta Valle College Advisor, a Teacher who is responsible for maintaining the College Office and providing support to students and their families in organizing college visits, applications for financial aid, SAT Preparation, and the college application process.

	<ul style="list-style-type: none"> • Marta Valle will host Parent Success Summits for parents of those students targeted as not on track to graduation. These Success Summits will provide parents with opportunities to access free resources such as health insurance, counseling, tutoring services, extended-day school enrichment programs, and will celebrate the parents and families of those students whose adolescents have demonstrated that they are on track to graduate. Marta Valle teachers will be present at Parent Success Summits and will facilitate workshops sharing information with regarding how parents can use ARIS to track their adolescent's progress towards graduation. • All Marta Valle teachers and staff will be provided with professional development support in engaging at-risk students through the Life Space Crisis Intervention Program. LSCI will be offered on-site at Marta Valle beginning in October, 2010. Teachers and staff will have opportunities to participate in ongoing LSCI study groups during planned Professional Learning Team collaborative planning time on Fridays throughout the school year. • All Marta Valle students will be enrolled in Student Seminars in which faculty members act as student advocates and facilitate the development of Student Action Plans that include SMART goals targeted to address credit accumulation and set goals aligned to progression towards graduation. The Seminar will also be the forum for workshops designed to support student understanding of their transcript and the credit requirements for graduation. • The Marta Valle Professional Learning Community will collaboratively develop increased opportunities for student involvement in lunch-time activities (Café Clubs), and extended day activities through partnerships with the Educational Alliance, Grande Street Settlement, Publicolor, College For Every Student, Sarah Lawrence College, New York University, Beacon, and our participation in the Innovation Zone Pilot and the 21st Century Grant Program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>21st century, TL CFES, TL Data Specialist, TL Children First Inquiry Team, Title 1 SWP, Title 1 ARRA SWB,</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- NYC Progress Report and NYS Report Card data will indicate a 2.5% increase in graduation rate in the 2010-2011 school year.
- All faculty and staff members of the Marta Valle educational community will be engaged in the collaborative effort to improve student graduation rate through Professional Learning Teams, Professional Development in the use of ARIS, and their participation as facilitators in Student Seminars in which Transcripts are reviewed and students are guided in the development of Action Plans to increase credit accumulation and be on track to graduate.
- Students will understand and be able to articulate their credit needs through the use of ARIS Graduation Tracking tool, and their participation in bi-weekly Seminar Workshops, Town Hall Meetings, Counseling sessions, and College Awareness Workshops.
- Parents will be active participants in our shared goal of improving student graduation rate, and will understand the credits that their adolescent needs to graduate from high school as evidenced by the use of the ARIS Graduation Tracker and other Marta Valle tools and shared information.

Differentiation of Instructional Practices

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: To improve the consistency of differentiated instructional practices across classrooms to challenge and engage all students at appropriate levels.</p> <p>Measurable Objective:</p> <ul style="list-style-type: none"> • 100% of the teachers will self-assess using the Santa Cruz New Teacher Continuum, and will create Individual Professional Growth Plans that will target the Professional Standards of: <ul style="list-style-type: none"> 3. Engaging and Supporting All Students in Their Learning 4. Creating and Maintaining Effective Environments for Learning. • 75% of the teachers will utilize effective differentiated instructional practices that support the individual learning needs of their students. • 100% of all core academic teachers will support students in the development of short and long-term SMART goals for their students together with an Action Plan that supports their attainment. • 75% of the students enrolled in core academic classes will be able to articulate the steps that they developed in their Action Plan that outline what they need to do to advocate for themselves in accessing available resources and to be successful in learning content material or completing coursework.
<p>Action Plan 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"> • Marta Valle will develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products. • Marta Vale will make strategic organizational decisions to support the school’s instructional goals and need all students’ learning needs. • Marta Valle will work closely with our Network Leader and Network Instructional Team. Network Support Specialists will provide targeted assistance to teachers who are assigned to work with our English Language Learners and Special Education Teachers. • Teachers will develop Individual Professional Growth Plans (IPGP) aligned to New Santa Cruz New Teacher Continuum. The Professional Teaching Standards (PTS) are the framework of the continuum’s instructional design, and enhance student learning via six standards. All Marta Valle teachers will self-assess using as their focus the first two Professional Standards: <ul style="list-style-type: none"> 1. Engaging and Supporting All Students; 2. Creating and Maintaining Effective Environments. • Teachers will participate in self-paced and selected Professional Development through PD-360 training sessions that help them to deepen their data analysis skills and

differentiated instructional practices.

- Marta Valle will partner with the AUSSIE Professional Development Team. A consultant will provide 12 days of on-site support to teachers that will include modeling, mentoring, and facilitating Professional Learning Team (PLT) Content Area and Grade Level Meetings.
- Lead Teachers in Mathematics and Literacy will provide support to teachers by modeling, mentoring, and coaching teachers in the use of differentiated instructional strategies.
- Weekly Pupil Personnel Meetings will include shared communication regarding differentiated instructional strategies.
- Full Staff Monthly Professional Learning Community (PLC) Meetings will include facilitation of workshops designed to increase communication between special educators and general educators in a targeted focus on supporting the needs of all learners through the implementation of differentiated instructional practices.
- Teachers will participate in Content and Grade Level PLT meetings weekly where a critical focus will be on deepening the differentiated instructional practices across classrooms.
- Teachers will utilize multiple data sources to both assess individual student learning needs and develop targeted lessons aligned to content standards while differentiating the content, process, and product.
- During the Month of September, Marta Valle will administer the Gates-MacGinitie Reading Test (GMRT), which is published by Riverside Publishing, to identify students' level of reading achievement. The vocabulary test measures a student's reading vocabulary. The test measures word knowledge, not the ability to derive meaning from context. The comprehension portion measures a student's ability to read and understand different types of writing and contains 11 passages of various lengths about a variety of subjects. The GMRT will be a useful tool for teachers to learn the general level of reading achievement of their individual students. This will aid in determining which students are ready to work with more advanced materials and deciding, for some students, if further diagnosis is needed.
- Teachers will analyze and utilize data from the Gates-McGinite Reading Assessment, items analysis from the June examination period, results from the citywide periodic assessments, and informal daily assessments such as Exit Slips when developing their unit plans and daily lessons.
- Students will be supported as active learners in the development of SMART goals in all classes with a goal of supporting students to take ownership for their own learning.
- Teachers will be provided with copies of Barbara Blackburn's Rigor Is NOT a Four Letter Word, Lauren Resnick's Principles of Learning, McTighe and Wiggins

	<p>Understanding by Design, and tools to strengthen Higher Order Thinking Questioning techniques and student-to-student interactions.</p> <ul style="list-style-type: none"> • Teachers will use norming protocols in meaningful discussions regarding student work products. • Teachers will offer students meaningful choices in assignments and activities designed to increase student motivation. • Informal and Formal Observations of teachers will be strategically targeted to assess improved practice in differentiated instructional practices designed to meet the needs of all learners. • Instructional Rounds will be implemented to deepen teacher understanding of best practice and provide opportunities for teachers to participate in the process of reflection, low-inference data collection and sharing, and targeted discussion regarding next steps. • Students will develop an understanding of the importance of monitoring their performance, and will understand the steps needed to improve their achievement levels, and the resources available to them in this effort. • Professional Learning Teams of teachers will work collaboratively to understand and utilize data during weekly schedule Professional learning Team on Friday afternoons. • All Content Area and Seminar Teachers will engage in conversations with students about formal and informal assessment data to support understanding on the development of SMART Goals and Action Plans designed to improve their performances. • Grade and department level teams will be responsible for continuing with the practice of creating data boards which will be used to track the performance of individual students as well as groups of students. • Marta Valle will engage in an open exchange of information with students and families regarding students' learning needs and outcomes. • Students will be responsible for completing self-assessment forms so that they will be able to monitor their progress over time. • Members of the instructional team will support the teacher's ability to employ the use of data when planning.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p>TL IEP Teacher HS, TL IEP Para, TL Children First Funding, TL Data Specialist, 21st Century, TL Children First Inquiry Teams</p>

described in this action plan.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Teacher participation in PLT Meetings will focus on school-wide and IPGP plans to strengthen differentiated instructional practice.
- Documentation memorializing meaningful special education and general education teacher communication and collaboration will include agendas and minutes of meetings posted on the Marta Valle wiki.
- Teacher participation in PD-360 opportunities will increase
- Differentiated instructional practice will be evident in classes as noted in Informal and Formal Teacher Observations
- Outcomes of Instructional Rounds will include identification of strengthened differentiated instructional practice
- Participation of general education students in PPC, EPC, IEP Meetings will increase
- Student engagement in classes will increase
- Student passing rate in classes will increase
- Credit accumulation rate will increase
- Learning Environment Survey score will increase for parents, teachers, and students
- Student Seminar Pre and Post Surveys scores will increase in areas such as student support services, student engagement, student understanding of their learning style and learning needs
- Quality Review Score will improve
- Progress Report Score will improve
- Learning Environment Survey Score will improve
- June Graduation rate will increase to 56%

Subject/Area (where relevant): Analyzing Current Student Work and Sharing Publicly What is Learned

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: To deepen the practice of sharing and analyzing current student work, celebrate learning, and make public what is being studied.</p> <p>Measurable Objective:</p> <ul style="list-style-type: none"> • 90% of the teachers will develop Individual Professional Growth Plans that include an Action Plan of professional development activities to support their practice of sharing and analyzing student work products. • 90% of teachers will be engaged in Professional Learning Community and Professional Learning Team Meetings where student work products are shared and analyzed and where celebrations of student work are planned and implemented. • 90% of student work displays outside of classrooms will include a rubric and meaningful feedback to students outlining next steps.
<p>Action Plan 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"> • In Weekly Grade Level and Content Area PLT Meetings, teachers will analyze student work, aligning the analysis to Content Standards and to the Common Core Standards, and sharing understandings of how student work reflects classroom progress. • In Full staff Professional learning Community Meetings, teachers will be provided with professional development support in understanding the impact of sharing and discussing student work products as a way to assess student learning and instructional consistency across classrooms. • Through a partnership with the AUSSIE Professional development Program, a consultant will facilitate Grade Level and Content Area PLC Meetings and build teacher capacity in sharing and analyzing student work products in addition to student outcomes on Regents and Periodic Assessments as well as Teacher made assessments. • Lead Teachers in Mathematics and Literacy will provide support to teachers by modeling, mentoring, and coaching teachers in the use of strategies that support the sharing and analysis of student work products. • Teachers will gather and analyze information on student work products to identify trends, strengths, and areas of need at the team and classroom level. • Celebrations of student work displayed in and out of classrooms will provide evidence of assessment tools used including rubrics that demonstrate meaningful feedback to students providing guidance for next steps • Marta Valle will use and develop tools that enable school leaders and teachers to

	organize and analyze student work and student performance trends.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Children First Inquiry Teams, TL Children First Funding, TL Data Specialist, TL Fair Student Funding HS, 21st Century, Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Celebrations of student work will include assessment rubrics and meaningful feedback to students outlining next steps. • Teacher participation in PLT Meetings will focus on school-wide and IPGP plans to strengthen sharing and analyzing student work products. • Documentation memorializing meaningful teacher communication and collaboration around sharing and analyzing student work products will include agendas and minutes of meetings posted on the Marta Valle wiki. • Teacher participation in PD-360 opportunities will increase • Celebrations of student work that include meaningful feedback and rubrics will be evident in classes as noted in Informal and Formal Teacher Observations • Outcomes of Instructional Rounds will include identification of celebrations of student work that include rubrics and meaningful feedback with next steps noted. • Student engagement in classes will increase • Student passing rate in classes will increase • Credit accumulation rate will increase • Graduation rate will increase • Learning Environment Survey score will increase for parents, teachers, and students • Student Seminar Pre and Post Surveys scores will increase in areas such as student engagement, student understanding of next steps to improve their work with a goal of meeting content learning standards. • Quality Review Score will improve • Progress Report Score will improve • Learning Environment Survey Score will improve

21st Century Technology Skill Acquisition

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: To improve students’ skills in the use of technology, including virtual learning, as a tool to sharpen critical thinking, solve real-world problems and create digital content with an emphasis on college and career readiness.</p> <p>Measurable Objective:</p> <ul style="list-style-type: none"> • 65% of the teachers will seamlessly integrate technology into their core curriculum in conjunction with the NY State Standards, National Technology Standards (NETS) and Common Core Standards. • 75% of the teachers will utilize the Marta Valle Online Learning Community (http://martavalle.org) and other shared learning applications (Google Docs, Moodle, etc.) to communicate and work collaboratively with students to support the needs of all learners.
<p>Action Plan 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"> • Marta Valle Innovation Team will develop a needs assessment survey that will enable school leaders to determine the levels and types of professional development needed to support teachers in integrating technology into the curriculum • Innovation Team/Admin to create “lab class” environments to demo integration of technology on three levels: 1. High-end virtual instruction (Compass Learning, Moodle Rooms, etc.); 2. Technology infused project based learning experiences (digital storytelling, webquest, etc.) 3. Routine tech integration into daily planning (Smartboard based lessons, etc.) • Through partnership with AUSSIE Professional Development teachers will work with AUSSIE specialist to support the integration of technology into the curriculum as well as support the iZone virtual learning initiative • Teachers to begin working with students in virtual learning environments (Moodle, Google Docs, etc.) on lessons and units from their curriculum maps, while developing and archiving support resources for students on individual teacher websites. • Innovation Team to meet on a monthly basis to continue development of a shared vision for technology integration. All pertinent information (minutes, resources, action planning items) will be housed on a shared web space (e.g. “Innovation Zone) powered by the Marta Valle online learning community. • School Media Specialist to increase staff awareness of the ISTE NETS standards for

	<p>students, teachers, and administrators, and the Common Core Standards to improve the integration of technology skills and information and media literacy concepts into the core curriculum</p> <ul style="list-style-type: none"> • Teachers to work in professional learning communities to explore blended (combination of face-to-face/virtual) modes of learning. • Teachers to use essential school wide data to determine areas our students are struggling with and empower students to create multimedia content (videos, podcasts, blogs, etc.) to educate peers leading towards higher levels of academic achievement • Tech Support Department to ensure that the infrastructure supports the opportunity for teachers and students to utilize technology as part of their daily practice. • Tech Support Department to train a support team of student technology leaders that can assist in minor maintenance issues (printers, LCD set up, etc.). • School Leaders and Teachers to promote and model digital citizenship and responsible web based social interaction • Teachers and school leaders to use virtual learning environments (Blogs, Wikis Google Docs, etc.) as an extension of class and a means of literacy acquisitions
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>21st Century, TL Computer Maintenance, TL Children First Network Support HS, TL Data Specialist, TL Fair Student Funding, NCLB Highly Qualified Staff</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student engagement in classes will increase • Student directed online learning will happen outside of school time • Common Core Standards and National Technology Standards will be integrated fully into teachers' curriculum maps • Students will publish individual and collaborative projects to the Marta Valle online learning community (to be assessed by rubrics) • Celebration of student produced digital content at the annual Marta Valle Innovation Fair • Teachers will increase the infusion of technology into their units of study and the overall integration of technology into their practice • Instructional rounds and learning walks will include an additional focus on the integration of technology • Teachers will interactively communicate with parents and students (e.g. teachers initiate and respond to email, conduct online assessments, interact through class websites) • Technology Incident Form filed by staff indicates efficacy of technology support system

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	95	95	95	95	49	4	26	1
10	106	106	106	106	80	3	12	3
11	69	69	69	69	85	2	19	5
12					82	3	7	2

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)	Description: Provide a brief description of each 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>ELA</p> <p>Ramp Up Read 180 Saturday Success Academy Café Clubs 21st Century Extended Day Advantage Tutoring Saturday Success Academy Regents Prep</p>	<ul style="list-style-type: none"> • Entering grade 9 students are assessed using Gates-MacGinitie Diagnostic. Targeted students are provided with 7 - 8 45-minute periods of English Language Arts instruction throughout 9th grade. • In selected Seminar classes, teachers use a variety of intervention strategies - SAT, PSAT prep, prep for NYS Regents exams for ELA and math, study skills, activities - that foster non-fiction comprehension. • Ramp Up and Read 180 are balanced literacy intervention programs delivered daily in during English Language Arts class. • Our Saturday Success Academy and 21st Century Extended Day Program provides targeted support to identified at-risk students. Support includes re-teaching concepts, tutoring, homework help and individualized counseling and academic support. • We have implemented a Café Club Menu of Activities that includes opportunities for individual and small group tutoring Monday through Friday. Students are identified through the collaborative development of SMART Academic Intervention Contracts in ELA and Seminar Classes. • Saturday Success Academy Regents Prep provides targeted support to all students who are taking Regents examinations. Students are provided with support in test sophistication techniques, test-taking strategies, and organization skills, as well as in deconstructing complex text and academic language. • The Kaplan SAT Prep Course is provided to targeted students as part of our 21st Century After-School Program. One in fall for seniors and one in spring for juniors. • Personalized case conferences • Students are provided with multiple opportunities to demonstrate mastery of the use of technology. • Instruction is scaffolded through the use of technology, differentiation, and diagnostic and predictive assessment. • In One on one literacy skills including reading and writing strategies

	<ul style="list-style-type: none"> • Dual language supports for ELL learners • Academic vocabulary development support
<p>Mathematics:</p> <p>Scholars Success Academy: After-School and Saturday Regents Prep Predictive Assessment Scantron Assessment Compass Learning Café Club Tutoring Advantage Tutoring</p>	<ul style="list-style-type: none"> • All students receive 7 - 8 45-minute periods of Mathematics instruction until they are enrolled in Algebra II (well above the NYSED contact hour minimum). • Our Saturday Success Academy and 21st Century Extended Day Program provides targeted support to identified at-risk students. Support includes re-teaching concepts, tutoring, homework help and individualized counseling and academic support. • We have implemented a Café Club Menu of Activities that includes opportunities for individual and small group tutoring Monday through Friday. Students are identified through the collaborative development of SMART Academic Intervention Contracts in ELA and Seminar Classes. • Saturday Success Academy Regents Prep provides targeted support to all students who are taking Regents examinations. Students are provided with support in test sophistication techniques, test-taking strategies, and organization skills, as well as in deconstructing complex text and academic language. • The Kaplan SAT Prep Course is provided to targeted students as part of our 21st Century After-School Program. One in fall for seniors and one in spring for juniors. • Personalized case conferences • Students are provided with multiple opportunities to demonstrate mastery of the use of technology. • Instruction is scaffolded through the use of technology, differentiation, and diagnostic and predictive assessment. • In One on one literacy skills including reading and writing strategies • Dual language supports for ELL learners • Academic vocabulary development support
<p>Science:</p> <p>Saturday Success Academy 21st Century After-school Saturday Success Academy Regents Prep Café Club Tutoring Advantage After-School Tutoring</p>	<ul style="list-style-type: none"> • Targeted students receive either 7 -8 45-minute periods of instruction in Science (well above the NYSED contact hour minimum). • Our Saturday Success Academy and 21st Century Extended Day Program provides targeted support to identified at-risk students. Support includes re-teaching concepts, tutoring, homework help and individualized counseling and academic support. • We have implemented a Café Club Menu of Activities that includes opportunities for individual and small group tutoring Monday through Friday. Students are identified

	<p>through the collaborative development of SMART Academic Intervention Contracts in ELA and Seminar Classes.</p> <ul style="list-style-type: none"> • Saturday Success Academy Regents Prep provides targeted support to all students who are taking Regents examinations. Students are provided with support in test sophistication techniques, test-taking strategies, and organization skills, as well as in deconstructing complex text and academic language. • The Kaplan SAT Prep Course is provided to targeted students as part of our 21st Century After-School Program. One in fall for seniors and one in spring for juniors. • Personalized case conferences • Students are provided with multiple opportunities to demonstrate mastery of the use of technology. • Instruction is scaffolded through the use of technology, differentiation, and diagnostic and predictive assessment. • In One on one literacy skills including reading and writing strategies • Dual language supports for ELL learners • Academic vocabulary development support • Saturday Success Academy Regents Prep. Focus is on students taking Regents exams for the first time as well as repeaters.
<p>Social Studies:</p> <p>Saturday Success Academy Saturday Success Academy Regents Prep Café Clubs</p>	<ul style="list-style-type: none"> • Our Saturday Success Academy and 21st Century Extended Day Program provides targeted support to identified at-risk students. Support includes re-teaching concepts, tutoring, homework help and individualized counseling and academic support. • We have implemented a Café Club Menu of Activities that includes opportunities for individual and small group tutoring Monday through Friday. Students are identified through the collaborative development of SMART Academic Intervention Contracts in ELA and Seminar Classes. • Saturday Success Academy Regents Prep provides targeted support to all students who are taking Regents examinations. Students are provided with support in test sophistication techniques, test-taking strategies, and organization skills, as well as in deconstructing complex text and academic language. • The Kaplan SAT Prep Course is provided to targeted students as part of our 21st Century After-School Program. One in fall for seniors and one in spring for juniors.

	<ul style="list-style-type: none"> • Personalized case conferences • Students are provided with multiple opportunities to demonstrate mastery of the use of technology. • Instruction is scaffolded through the use of technology, differentiation, and diagnostic and predictive assessment. • In One on one literacy skills including reading and writing strategies • Dual language supports for ELL learners
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor closely monitors students with attendance and/or cutting problems.</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 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.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>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.</p> <p>Individual setting on as needed basis with parental consent and referral from PPT (Pupil Personnel Team).</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Provides counseling, evaluations, consults with teachers, visits classrooms to observe students, etc.</p> <p>During the 2010-2011 academic year, Marta Valle High School is a participant in the Mayor's Interagency Task Force on Truancy, Absenteeism, and Engaging At-Risk Students at School. Through a partnership with Partnership With Children, eight additional Social Workers have been brought on board to provide services to targeted students who had less than 70% attendance in school during the 2009-2010 academic year. Three social workers are at MVHS from 8-4 Pm Monday through Friday, and three Social Work Interns from</p>

	<p>Hunter College are on-site from 8-4 PM Monday, Wednesday, and Friday. Targeted students are provided with support from the PWC Team through individual and group counseling, as well as home visits, referrals to outside agencies, the development of a Mentor-Mentee relationship.</p> <p>Our ongoing partnership with Grand Street Settlement provides us with two additional Social Workers from 8 AM-2 PM Monday –Friday who provide support in our college office. All Social Workers affiliated with our Community Based Organization partners work collaboratively with the MVHS Guidance Counselor, Social Worker, and School Based Support team Psychologist. Teachers refer students to these staff members and students reach out for support themselves. Students are introduced to support staff through Town Halls and Seminar classes. In addition, the Social Worker makes referrals to outside agencies for services when need is indicated.</p>
<p>At-risk Health-related Services:</p> <p>Educational Alliance Partnership With Children Relationship Abuse Prevention Program (RAPP) CASA Leap</p>	<p>Deep partnerships with Educational Alliance, Partnership With Children, Relationship Abuse Prevention Program (RAPP), and CASA Leap provide us with extensive supports in addressing the psychosomatic or medical needs that impact academic progress of at-risk students.</p> <p>All of the services provided by the programs are provided following diagnostics, through PPT Referrals, through Intervention Conferences, and on an as needed basis. Services include individual and group counseling, workshops, and support for pregnant teens and new teen mothers or fathers.</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s): 9-12 Number of Students to be Served: 50
LEP _____ Non-LEP

Number of Teachers: 1 Other Staff (Specify): 1 Director of ESL

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Marta Valle High School is located on the lower east side of Manhattan with a population of 385 students from grades 9-12 of which 50 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 reform efforts that Mayor Michael Bloomberg and Chancellor Joel I. Klein implemented 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-aloud, shared writing, guided writing, independent writing, and teacher/student conferences. Site-based English and Mathematics Lead Teachers will support teacher's efforts.

With this in mind, the Administration of the school 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 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 middle school students receive instruction that is consistent with CR Part 100 regulations and are programmed for two periods of ESL per day whereas high school students benefit from 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. Students who are characterized as beginners in the high school 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, 2010 and ending on June, 2011. 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.

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.

Marta Valle High School will extend professional development opportunities for all staff in order to deepen the skills of all members of the MVHS educational team in supporting the needs of English Language Learners. A Professional Learning Team of 4 instructional staff members will collaborate on the development of programs to address the identified need for best practice across the content areas. This will include teachers in all content areas with the ESL teacher (push-in being funded by Title III monies). The study group will focus on the work of Robert J. Marzano, Jane D. Hill and Kathleen M. Lynn and will be guided by the books entitled, Teaching Basic and Advanced Vocabulary by Marzano and Classroom Instruction that Works with English Language Learners by Hill and Flynn. The study group will meet after school (TBD) for two hours beginning January 2010 for a total of 5 sessions or 10 hours. At the end of the study, the MVHS ESL Professional Learning Team 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 members of the Administrative Team, ESL teachers, and mainstream teachers, 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 will provide support on a consultant basis through the facilitation of long-term, sequential workshops (using Title III funding). Topics for exploration include the following:

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

Section III. Title III Budget

School: Marta Valle High School BEDS Code: 310100011509

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - ESL Teacher - Director of ESL/SPED Teacher Per session	\$7,643 (Title III LEP) 4,409 (Title III Immigrant) 2,495 (Title III Immigrant)	Portion of ESL Teacher's salary, Push-In Pull Out, Small Group Teacher per session to be expended for the proposed professional development.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$558 (Title III Immigrant)	Texts to be used in the proposed study group: <u>Teaching Basic and Advanced Vocabulary Marzano</u> <u>Classroom Instruction That Works with English Language Learners,</u> Hill, Flynn
TOTAL	\$15,000	

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

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.

Spoken Language of ELL Parents	Number of Students
Spanish	37
Bengali	3
Chinese	10

The three major languages spoken in our students' homes are Spanish, Chinese and Bengali. Based on these findings, we must translate all 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

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 at individual parent conferences, and 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 the voice recording system in different languages with the aim of reaching out to parents for attendance purposes (absenteeism and truancy) as well as automated recorded announcements e.g., scheduled parent teacher conference messages in the native language.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$294,964	\$89,861	\$384,825
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,950	\$ 899	\$3,849
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,748	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,496.40	*	

5. Enter the percentage of Highly-Qualified Teachers teaching in core academic subjects during the 2010-2011 school year: 90%
6. If the percentage of Highly Qualified teachers during 2010-2011 is less than 100% describe actions and strategies the school will implement in order to ensure that the school will have 100% Highly Qualified teachers.
 - Job fairs, professional contacts, University Partners
 - Recruitment Programs, such as the NYC Teaching Fellows Program, Teach NYC
 - Our Recruitment & Interview Committee evaluates each teaching candidate using collaboratively developed criteria. Every prospective hire is expected to present a lesson to a class and to members of the faculty before any offer is presented.
 - Our Network Human Resources Liaison will support our efforts to resolve licensing issues.
 - Partnership with NYU
 - Teachers will be assigned to their areas of certification to the extent possible.
 - Use of conversion programs by using 5% Title I monies.
 - Teachers will use the online HOUSSE Survey to demonstrate subject matter competency.

- Targeted and ongoing Professional Development opportunities are provided to teachers in all departments throughout the school year and in the summer, through on-site consultants, off-site Workshops, on-line resources such as PD -360.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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 Secondary 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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:
- 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
 - 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.

- 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.
- 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.
- The PTA/PAC will engage educational organizations to conduct parent workshops. Funding for these workshops will be provided through Title I funding.
- The PTA/PAC will need funding for the following:
 - Postage and Mailing Supplies
 - Office Supplies
 - Educational/Informational Videos
 - Parent Workshops from Community Based, Educational and Parent Organizations
 - Food and Beverages for meetings and workshops
 - Transportation
 - 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 minutes of the SLT Meeting. This policy was re-adopted by the Marta Valle High School on October 27, 2010 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 November 15, 2010.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 2010-11.

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 after-school;
 - ✓ One additional educational consultant 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 Success Academy, CTT and Supplemental Educational Services;
 - ✓ 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 Success Academy that provides support to students in completing assignments 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
 - 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 both 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.
- ✓ Follow 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.

- ✓ Follow NYC laws, which prohibit drinking, smoking or using drugs anywhere inside or directly outside the school building.
- ✓ Dress appropriately. I will remove any and all head covering when I enter the school building. I understand that tank tops, low cut blouses, tube tops or bareback tops are not permitted. Skirts and shorts must be longer than mid-thigh. Micro-mini skirts and shorts are forbidden in the building. Undergarments should never be exposed. Clothing with racial statements or profanities will not be permitted. Straps should be two or more inches in width. Non-compliance will result in (a) a visit to the Dean's office and (b) parents/guardians contact.
- ✓ 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:

PRINCIPAL	PARENT(S)	STUDENT
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.
- 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 are supporting our teachers by matching teachers to a member of instructional team. It now includes two lead teachers, two assistant principals, 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.

3. Instruction by highly qualified staff.

Ninety 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 Common Core Standards.

We will provide workshops to teachers on using data to inform teaching and learning.

Weekly full Professional Learning Community Shares, weekly Grade Level Professional Learning Team Meetings, Monthly Department Professional Learning Team Meetings and bi-monthly collaborative time meetings provide teachers with meaningful professional development.

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.

Parent Involvement has increased dramatically this year through the implementation of monthly Parent Success Summits, the creation of a Parent Welcome center, and Monthly Parent Workshops in the use of ARIS, facilitated by our Media Specialist. Family Conferences focus on the collaborative development of Academic Intervention Contracts for those students whose performance and engagement shows need for improvement.

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.

Not applicable.

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 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 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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort

reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	--	---	--	---

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	(✓)			\$ 247,696.60	(✓)	Pages 30-31
Title I, Part A (ARRA)	Federal	(✓)			\$ 88,962	(✓)	Pages 30-31
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	(✓)			\$2,071,301	(✓)	Pages 30-31

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.

-
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SINI Year 1-Basic **SURR³ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

See needs assessment section.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

See action plan, goal number three (3).

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

School Under Registration Review (SURR)

Our Professional Development model includes on-site, on-line (PD-360), and off-site learning opportunities. Professional Development initiatives through the use of Title I funds will include on-site AUSSIE consultant facilitated workshops and individual mentoring, on-going Professional Learning Team collaboration (Grade Level, Department, Special Education, English as a Second Language), and the use of PD-360, a digital on-line Professional Development resource. Professional Learning Teams will explore such topics as building Professional Learning Communities, Literacy Strategies Across Content Areas, Managing Results through Data, Differentiated Instruction, Development of Authentic Assessment, and Implementation of 21st Century Learning Tools.

Digital opportunities will include an extensive array of resources on the PD360 online platform as well as webinars on targeted topics aligned to our shared goals and individual teacher's Professional Growth Plans. Off-site PD opportunities include Literacy and Common Core State Standards workshops provided through our Network and targeted workshops in the use of intervention strategies and programs such as Ramp-Up, Read 180, QTELL, and Life Space Crisis Intervention. The role of Lead Teachers and Teacher Mentors is an essential component in the implementation of our Professional Development model.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The Marta Valle High School Teacher-Mentor program professional development strategy reflects a larger emphasis on collaborative professional growth; the establishment of Professional Learning Teams (PLTs) are an integral aspect of the MVHS Comprehensive Education Plan, supporting the development of leadership capacity, professional growth and improved teacher practice through distributive leadership in teacher-led PLTs, and aligning professional development with school improvement goals and measurable objectives. Weekly Grade Level PLTs are facilitated by a Teacher Grade Level Leader/Mentor, who collaborates with teachers to identify areas of critical need, conduct data analysis, evaluate current research-based best practices, and facilitate classroom inter-visitation.

The MVHS "Buddy System" pairs highly effective teachers with colleagues with identified areas of professional challenge. An informal system of teacher pairings has been implemented through the strategic assignment of teacher professional period assignments and professional development opportunities, purposeful classroom and office-sharing and Collaborative Team Teaching assignments.

As over twenty-seven percent of MVHS students are students with special needs, and nineteen percent are English Language Learner, we have created a position of Assistant Principal, Special Education. This individual will provide targeted support and supervision to all teachers who service our students with special needs. Our former Lead Literacy Teacher, who is a certified Special Educator, will move into that position as an Interim Acting Assistant Principal, pending the outcome of the C-30 process. In addition, we have identified a new Lead Literacy Teacher who is certified in Special Education. A key

responsibility of the Lead Literacy Teacher will be to support all core content area teachers in developing improved instructional practices in differentiating instruction and in supporting our students' improved literacy skills.

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.

In an effort to deepen the Home/School Partnership, MVHS families were informed about our 2010-2011 SINI identification of School in Need of Improvement-Basic-Year 1 via a letter (mailed) translated in multiple languages, and in Monthly PA Meetings in which the Principal Report is a standing agenda item. Our SINI status and our progress towards identified goals and measurable objectives are communicated to families through on-going mailings and in the following forums:

- A newly established and active Parent Association;
- Monthly School Leadership Team meetings where staff, parent, and student representatives participate in shared decision-making regarding data-analysis and in the development and implementation of the CEP.
- Periodic, MVHS staff-attended "Parent Summits" to address school progress;
- Principal Breakfasts offering opportunities for discussion of parent questions and concerns;
- Periodic mailings to parents, including descriptions of school improvement strategies and progress;
- Ongoing maintenance of a school website reflecting relevant information;
- Provision of translation services/multi-lingual documentation for non-English speaking parents.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: 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>

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 nine (9) students in temporary housing as referenced in ATS as of November 1, 2010.

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 throughout the school day.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Marta Valle High School						
District:	1	DBN:	01M509	School		310100011509	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.7/83.6	89.7/	81.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.1	95.2	89.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.5	92.1	91.0
Grade 8	39	0	0				
Grade 9	132	102	102	Students in Temporary Housing - Total Number:			
Grade 10	129	116	115	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	65	64	74		6	15	11
Grade 12	76	68	78				
Ungraded	0	2	2	Recent Immigrants - Total Number:			
Total	441	352	371	(As of October 31)	2007-08	2008-09	2009-10
					17	7	7

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	25	24	Principal Suspensions	149	32	41
# in Collaborative Team Teaching (CTT) Classes	32	25	28	Superintendent Suspensions	34	22	15
Number all others	33	26	26				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	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)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	47	48	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	25	20	8
# receiving ESL services only	54	47	TBD	Number of Educational Paraprofessionals	2	3	11
# ELLs with IEPs	9	10	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	37	34	79	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	56.3	69.4	80.0
				% more than 5 years teaching anywhere	43.8	44.9	65.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	56.0	61.0	82.5
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	89.0	87.6	92.0
Black or African American	17.7	18.5	24.3				
Hispanic or Latino	68.7	67.9	63.3				
Asian or Native Hawaiian/Other Pacific	11.8	11.6	10.5				
White	1.8	2.0	1.6				
Male	52.2	50.6	49.3				
Female	47.8	49.4	50.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					v
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: v
Math:	v	Math: v
Science:	v	Graduation Rate: X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	X	52
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-	-	-	-	
Hispanic or Latino	-	-	-	v	v		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White							
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
Student groups making	2	2	1	3	3	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	62.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN#206	District 01	School Number 509	School Name Marta Valle HS
Principal Mimi Fortunato		Assistant Principal Afifa Khanam	
Coach NA		Coach NA	
Teacher/Subject Area Robin Paletti/ELA		Guidance Counselor Mayra Perez	
Teacher/Subject Area Irina Sukher/Lead Math Teacher		Parent Lysette Brown	
Teacher/Subject Area Johanna Arbaiza/ESL		Parent Coordinator NA	
Related Service Provider Orna Silverstein/SPED		Other Anthony Santagato/UFT Chair	
Network Leader Jayne Godlewski		Other Carol Singleton/ELA	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	361	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	13.85%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Question #1: The following steps are in place for the initial identification of those students who may possibly be ELLs:

- Administering the HLIS, which includes the formal oral interview in English and in the native language (if possible), and the formal initial assessment.
- We have identified a pedagogue responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Our Assistant Principal, IA of Special Education (Afifa Khanam), is a certified Special Education Teacher, and has a SBL, SDL certification and over thirteen years of teaching experience as a Special Education Teacher, Ramp-Up Intervention Model Teacher for Region 9, Foreign Language Teacher (Bengali), and ESL Teacher. Her training includes: Q-TELL, Ramp-UP, Guided Discipline, and Life Space Crisis Intervention (LSCI).
- The steps taken to annually evaluate ELLs using the NYSESLAT include: Professional Development for Teachers in NYSESLAT administration and in preparing students for the examination; a Testing Coordinator supports the Director of ESL in test administration procedures, ensuring that ELL students with IEPs are provided with mandated testing modifications in compliance with IEPs; annual ELL Predictive Assessments prior to NYSESLAT administration support diagnosis of individual student need and the development of instructional modifications to support skill mastery and English Language Acquisition.

Question #2:

The following structures are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free-Standing ESL). Our Director of ESL provides the mandated ELL Orientation that includes the program selection and parent choice in different languages (DVD) for newcomers and facilitates informational workshops supporting parents in making educational sound decisions for their children. Marta Valle has an ongoing orientation offering based on need, and is in compliance with NYSED, NYCDOE regulations and timelines. After the viewing of the three programs highlighted in the video, parents are then informed of the current Marta Valle ESL Model, which is a Freestanding ESL program that includes self-contained classes in English as Second Language, instruction in the native language, Seminar (Advisory), and immersion (mainstreaming) in general education classes. Additional supports for ESL students include individual and small-group tutoring, a blended online instruction model (Rosetta Stone), extended day instruction, and academic intervention services, and Supplemental Education Services (SES).

Question #3:

The Marta Valle team ensures that entitlement letters are distributed and Parent Survey and program selection forms are returned. Parents are given an opportunity to select the program determined to best meet their adolescents' instructional and social/emotional needs. If the parent's choice is not available at Marta Valle, the parent is given the opportunity to transfer to another school. As Marta Valle is a 9-12 school, we do not administer the Home Language Survey unless the child is a first time entrant into the public school system. Marta Valle conducts a Fall (November) and Spring (March) ELL Parent Meeting in compliance to the Commissioner's Regulation Part 154 and provides translated versions of parent letters sent home and interpreters on standby during parent teacher conferences.

Question #4:

The criteria used and the procedures followed to place identified ELL students in ESL instruction include initial diagnostic assessment, the RLAT report, or 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 research-based America's Choice 'Ramp Up To Literacy' program. Students were programmed for 'blocks' of ELA instruction in grades 9-10 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. The combination of methodology, content and structure has had a positive impact on student performance. Marta Valle is in compliance with ESL regulations as indicated by students' proficiency level measured by NYSESLAT.

Questions #5,6:

All parents of incoming Marta Valle students have selected our Freestanding ESL program as their program of choice. Marta Valle develops individualized programs of support for our English Language Learners that may include modifications to best meet the instructional and social/emotional needs of our students.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	3
SIFE	3	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	17

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22	3	3	11			17			50
Total	22	3	3	11	0	0	17	0	0	50

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	11	9	8	34
Chinese											12	1		13
Russian														0
Bengali											2		1	3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	6	25	10	9	50								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Question #1:
 Marta Valle High School (MVHS) incorporates the research-based America's Choice 'Ramp Up To Literacy' program. Beginner and Intermediate ELL students, (identified through diagnostic assessments and the NYSESLAT) in grades 9-10 receive English as a Second Language instruction in a ninety-minute double period daily. Ramp-Up instructional strategies and curriculum include individualized reading,

modeling [teacher read-aloud], response to literature and differentiated mini-lessons developed through data-analysis. English language skill development in listening, speaking, reading and writing are strengthened. MVHS is in full compliance with ESL regulations as indicated by students' proficiency level measured by the NYSESLAT.

Question #2.

MVHS offers a Freestanding ESL Program. We do not currently offer Bilingual or dual Language Programs. As a result, our parents are not required to select a program due to the fact that we have one ESL program offering. The organization of MVHS staff ensures that the mandated number of instructional minutes is provided according to the students' language proficiency level based on the NYSESLAT and LAB-R results. Our Freestanding ESL program offers student programs that are designed to meet differentiated students' needs as per CR Part 154 Regulations. Mart Valle is in compliance with ESL requirements as indicated by students' proficiency level assessed through NYSESLAT. Our Beginner ESL students are receiving three units of ESL instruction, Intermediate students are receiving two Units and Advanced students are receiving one Unit per week (one unit of instruction equals 180 weekly minutes).

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.

Question #3

Content area instruction is delivered in our Freestanding ESL model using research-based methods focused around academic language and phraseology. Our work with language and wordplay is based on the research of Dr. Lily Wong-Fillmore and Dr. Katherine Snowe, the foundation of which is the idea that language is learned through the scaffolding and "chunking" of authentic text, as well as extensive engagement with vocabulary in meaningful and contextual ways. These approaches are reflected in each of our content areas. MVHS uses the Ramp-Up to Literacy model in its self-contained ESL periods, and text is selected mindfully to reflect the needs and strengths of the students. Texts that we have used in the past include "Hey You, C'Mere", "Pocketful of Poems", "Bodega Dreams", "Great Gatsby", and "Bodega Dreams", among others. In addition to these texts, web-based texts and programs are also used to supplement instruction in ESL classes and to support ESL students in other content areas. Examples of web-based programs currently utilized include BrainPop and Achieve3000, as well as DiscoveryEducation.

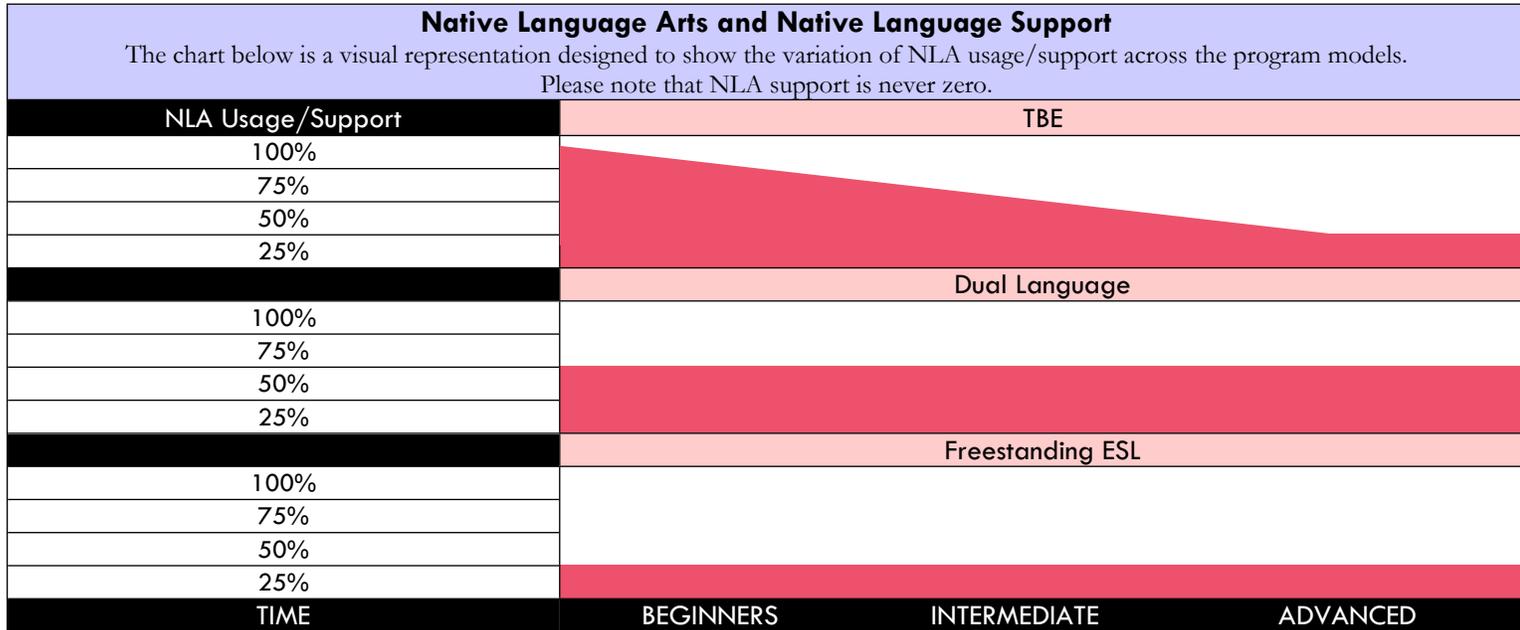
Question # 4.

MVHS differentiates instruction for ELL subgroups through ongoing formative, summative and periodic data analysis, collaborative curriculum and lesson planning, and flexible grouping.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs for ELL students in ELA, Math, and other content areas include the following:

-Tutoring before, during, and afterschool through AIS, Lunch clubs, SES, 21st Century extended day and Saturday Programs, CBO partnerships with Grand Street Settlement, and our on-site Beacon Program. All programs are offered in English to our ELL students, as well as Spanish, Chinese dialects, and Bengali.

6. MVHS' plan for continuing transitional support (2 Years) for Ells reaching proficiency on the NYSESLAT include targeted intervention supports as noted in our response to question 5. In addition, students have opportunities for enrichment and exposure to courses in the arts (visual, performing), sports, college and career readiness, blended on-line and in-class courses, and are provided with scaffolded instruction in comprehension strategies.

7. The MVHS educational team has developed additional opportunities for students that include leadership capacity-building programs such as our Student Ambassador Program, College For Every Student (CFES), Innovation Zone (i-zone) blended course offerings. We are in the process of developing a school-wide Writing Curriculum aligned with NYS ESL Standards, ELA Common Core Standards, and NYS ELA Standards to ensure consistent implementation and application of instructional supports.

8. No programs or services will be discontinued at this time.

9. ELLs are afforded equal access to all school programs through our programming and guidance offices. MVHS has developed extensive before and afterschool programs that are offered to all MVHS students. Ongoing Family Conferences provide opportunities for families to work in partnership with school personnel to develop an Academic Intervention Plans that provide students with targeted support and enrichment opportunities that maximize English Language acquisition.

10. Instructional materials that are used to support our ELLs include Ramp-UP, Read 180, Achieve 3000, two media labs, i-zone instructional programs, Educate online SES. Ongoing support provided through Aussie consultants deepen teacher capacity and skill in designing student focused curriculum aligned with research-based best practices.

11. Native language support is delivered in our Freestanding ESL model is provided through the following:

Our population consists of students representing CSD#1'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 are reflected in the school environment. We recognize the importance of a strong Home/School Partnership for all students, and have implemented structures that include monthly Parent Summits, Celebrations of Student Success, ARIS Workshops, Family Conferences, and Family Resource Fairs. SES instruction is provided in target languages, and our CBO partner Beacon provides ESL, GED, Literacy and Technology skills instruction to our students' parents and guardians. Translation services are utilized as a means of communicating information to parents about MVHS' extensive academic programs and enrichment opportunities.

12. All required services, support and resources provided to ELLs are age and grade-level appropriate.

13. Transition activities designed to support our newly enrolled ELL students include a Summer Bridge Program, Peer Mentoring, and Seminar (Advisory) classes designed to support social/emotional development.

14. Language electives offered to ELLs include Mandarin, Spanish, Bengali.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. MVHS teachers will work in partnership with the instructional leadership team to address the need for best ESL methodology across the content areas. Study group/s will meet during scheduled collaborative time weekly. Our Director of ESL works collaboratively with teachers to develop research-based 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 provide staff development to ELL teachers or to mainstream teachers with ELLs. We reach out to the ELL Content Specialist as well as our SPED Content Specialist to conduct a series of sequential workshops. Subject area teachers engage in professional development through workshops built into our faculty meetings and designated PD days; they also receive support and assistance from the Director of ESL and members of our Language Acquisition team. Through the Network, we receive professional development on research-based ESL pedagogy, and that professional development is available to our subject area teachers, ESL teachers, and special education teachers.

2.) Supports for students as they transition comes in the form of easily accessible curriculum maps for all of our content areas, including ESL and ELA. These maps are available on the MVHS website, www.martavalle.org. Content standards are uniform and posted in classroom as a visual aid for students as they move upwards through high school. Lessons are designed in accordance with standards and maintained a consistent format as students move from grade to grade.

3.) Staff will receive the mandated training through workshops built into our designated professional days and faculty meetings. In addition to these workshops, teachers work together to receive training through and with the Inquiry Team. Teachers receive professional development in ELL strategies through the work of the Inquiry Team, which uses researched-based language learning methods similar to those used in Freestanding ESL classrooms and implements them in a way that makes sense across the content areas.

E. Parental Involvement

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

Paste response to questions 1-4 here

Question #1. Monthly Parent Summits are hosted by the MVHS instructional team in collaboration with the School Leadership Team (SLT), and the Parent Association (PA). At these monthly Parent Summits, our Assistant Principal, SPED, Literacy Lead Teacher, and ESL Teacher facilitate workshops for parents, and provide translators who are available to assist. In addition, our Assistant Principal, SPED works in collaboration with the Parent Association President in order to provide ongoing communication with our ELL parents in an appropriate and timely manner. Parents are offered opportunities for involvement at MVHS through our monthly SLT, PA, and Parent Summits and Parent Breakfasts, and Family Conferences, which are held six times each year. Parents are also invited to discuss their adolescents' progress through our six Family Conferences, which are held at the close of each Marking Period.

Question # 2. Grand Street Settlement conducts a "Beacon Program" at MVHS, which is open to our students as well as children and adults from the neighborhood. Afternoon and evening GED, ESL Karate and drama classes are offered. Homework support is also provided. Through 21st Century Grant funding, MVHS staff facilitates Parent Workshops for our ELL parents around targeted topics of interest.

Question # 3. The Language Acquisition Team is part of the needs assessment process for our ELL parents and our future parent workshops will be based on parent feedback and reflect their interest and need. Needs of parents are also evaluated using surveys distributed on a periodic basis and interviews conducted with parents to assess next steps of the Language Acquisition Team.

Question # 4. The PA and SLT provider opportunities for parents to be deeply involved in a leadership and advocate capacity within the school. Through these two activities, parents have opportunities to advocate for their adolescents' needs, and become active participants in the decision-making process regarding the development of the CEP, and school budget decisions.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0										15	4		19
Intermediate(I)										5	5	4	6	20
Advanced (A)										2	3	2	4	11
Total	0	0	0	0	0	0	0	0	0	7	23	10	10	50

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B											11	2	3
	I										3	5	4	4
	A										4	7	4	3
	P													
READING/ WRITING	B										4	16	5	6
	I										3	7	5	4
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		4	
Math	23		15	
Math				
Biology				
Chemistry				
Earth Science	12		4	
Living Environment				
Physics				
Global History and Geography	21		2	
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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