



**Department of
Education**

Dennis M. Walcott, Chancellor

**2011-2012
Comprehensive Educational Plan
(CEP)**

School Name : MARTA VALLE HIGH SCHOOL

DBN (District/ Borough/ Number i.e. 01M000): 01M509

Principal: Mimi Fortunato

email: mfortun@schools.nyc.gov

Superintendent: Tamika Matheson

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mimi Fortunato	Principal	
Anthony Santagato	UFT Chapter Leader	
Pam McAlpine	DC 37 Representative	
Thahn Bui	CBO Representative	
Tracy Karas	Member/Teacher	
Jackie Ross	Member/Teacher	
Linda Surles	Member/PA President	
Pauline Bernire	Member/Parent	
Israel Negron	Member/Parent	
JoAnn Weimer	Member/Parent	
Marisol Rivera	Member/ Parent	
Brittany Robinson	Student Representative	
Andy Rodriguez	Student Representative	

Directions and Guidance for Completing the Annual Goals and Action Plan Section

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

Which schools need to complete this?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

How do CEP goals relate to goals set for the principal performance review (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

How should a school develop its goals and action plans?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

Annual Goal #1 and Action Plan

Annual Goal #1

By June 2012, 95% of all teachers will be using differentiated instructional practices during 75% of their lessons, as measured by frequent short visits of classrooms by instructional supervisors.

Comprehensive Needs Assessment:

Analysis of the 2010-2011 Quality Review and the NYC Progress Report (as well as formative data gathered through frequent cycles of regular classroom visits) suggest the need for increased differentiation of instruction across classrooms, particularly in the area of Mathematics (where Adequate Yearly Progress was not achieved within the sub-group of Hispanic and Latino students).

- Our school population consists of large percentages of identified subgroups.
 - 21.4% have an IEP
 - 9.5% are overage
 - 62% of Cohort N students are Hispanic and Latino students, a group we failed to meet AYP in last year in both English and Mathematics.
- Many Special Education Students in senior year have not passed Regents exams. Differentiation in the classroom is essential to helping students pass State tests.
 - 26% have not passed Math
 - 37% have not passed Science
 - 53% have not passed Global
 - 47% have not passed US History
 - 21% have not passed English
- Many English Language Learners in senior year have not passed Regents exams.
 - 67% have not passed Math
 - 50% have not passed Science
 - 67% have not passed Global
 - 67% have not passed US History
 - 50% have not passed English
- 40% of our 9th graders are in the citywide lowest third, according to their 8th grade Math and English scores.

In past year, our Lowest Third of students has significantly underperformed other students when it comes to passing classes and earning credits. Last year:

- 70.7% of 1st year students earned 10+ credits vs. 54.5% of the lowest third students earning 10+ credits;
- 60.9% of 2nd year students earned 10+ credits vs. 54.2% of the lowest third students earning 10+ credits;
- 61.7% of 3rd year students earned 10+ credits vs. 48.1% of the lowest third students earning 10+ credits;
- 58% of Seniors with IEP's are not yet on track to graduate but are ALMOST on track;
- 83% of Senior ELL's are not yet on track to graduate but are ALMOST on track;
- Our students come to MVHS with a range of academic abilities. We have students ranging from level 1 to level 4.

- 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.

Instructional Strategies/Activities:

Strategies/Activities That Encompass the Needs of Identified Student Subgroups:

- Marta Valle High School will develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is aligned to the Common Core Learning Standards, engaging, and differentiated to enable all students to produce meaningful work products (Tomlinson, McTighe, Wiggins, Marzano, Blackburn, Resnick);
- Our school-wide focus on “Thinking Like A Mathematician,” or higher order/critical thinking with a focus on problem solving, has been designed to provide targeted support for student understanding of complex texts and tasks, ultimately culminating increased performance in Math;
- All Content Area Department Professional Learning Teams will be revising course grading policies to ensure that all students have an opportunity to demonstrate mastery of learning objectives;
- As part of our ongoing Individualized Professional Development Plan development, the Principal and members of the Cabinet (Administrative Team) will engage in frequent cycles of short classroom visits and provide meaningful, timely feedback to increase effectiveness of instructional differentiation. The focus of the visits will include an expectation that each task is differentiated to meet the needs of all learners, is clear and connected to a larger concept;
- MVHS teacher PLT’s will be involved in the development of Curriculum Maps that incorporate differentiated instructional strategies to support the needs of all learners.
- MVHS teachers will self-assess their practice and create Individual Professional Growth Plans that target differentiation in the areas of:
 - Classroom Environment
 - Instruction
- MVHS teachers will utilize effective differentiated instructional practices that support the individual learning needs of their students. These include, but are not limited to, purposeful grouping of students based on learning modalities and progress towards mastery, designing scaffold summative assessments which provide multiple opportunities to demonstrate mastery;
- Advisors will collaborate with students in the development of a SMART “Recipe For Success”

(Academic Contract) that includes SMART goals and an Action Plan that supports the attainment of these goals;

- MVHS students will be able to articulate the steps that they developed in their SMART Recipe for Success that outline what they need to do to advocate for themselves in accessing available resources that best address their needs, which will help them to be successful in learning content material or completing coursework;
- Teachers will utilize multiple data sources (formative and summative) to assess the learning needs of students within targeted subgroups, and develop lessons aligned to content standards while differentiating the content, process, and product;
- Teachers will meet regularly in subject groups to share the strategies and resources they have developed. Additionally, each subject area will compile instructional resources in an online forum linked to the MVHS website.

Staff and Other Resources Used to Implement These Strategies/Activities:

- The MVHS Professional Learning Community will work closely with our Network Leader and Network Instructional Team. Network Specialists will provide targeted assistance to teachers assigned to work with our English Language Learners and Special Education teachers aligned with the work of Dr. Lily Wong Fillmore and Maryann Cucchiara regarding text deconstruction and targeted language development support;
- All Department Grade Level Teams will develop revised Grading Policies aligned with learning outcomes rather than percentages in sub-categories (ie-homework, attendance, tests, etc.);
- For the fourth consecutive year, our Inquiry PLT will 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, with emphasis on improvement in literacy and math skills;
- Teachers will participate in self-paced, individualized professional development through PD360 sessions that support improved practice in data analysis and differentiated instructional practices;
- An AUSSIE Professional Development consultant with expertise in Math/Science will provide 18 days of on-site support to teachers that will include facilitating weekly PLT Math Content Area and Grade Level Meetings, participating in weekly Informal Classroom Visits and Learning Walks, collaborating with the Principal and the Cabinet in identifying trends and problems of practice, and participating in the development of a dynamic, individualized program of support for all teachers. All activities will be aligned with the aims of deepening the conditions for robust learning through improvement of the consistency of differentiated instructional practices to meet the needs of student subgroups;
- Lead Teachers in Mathematics and Literacy will provide Professional Development support to teachers across content areas in meeting learning needs of targeted subgroups by modeling, mentoring, and coaching teachers in the use of differentiated instructional practices;
- The Assistant Principal for Math and Science will mentor, model, and co-teach with Math teachers to support improved teacher practice and the implementation of coherent instructional practices across classrooms;
- All teachers will serve as formal Advisors to ten students, providing each with targeted academic and socio-emotional support.

Steps Taken to Include Teachers in the Decision-Making Regarding the Use of Academic Assessments to Evaluate the Effectiveness of the Strategies/Activities:

- Teachers analyze and utilize data from formative daily assessments such as Exit Slips when developing their daily lessons and unit plans;
- Content Area Teachers and Advisors engage in weekly Academic Accountability conversations with students about formative and summative assessment data to support understanding of the development of Recipes for Success, SMART Goals and Action Plans designed to improve their academic performance;
- Teachers develop task specific rubrics and differentiated assessments to assess student mastery of learning objectives;
- All teachers are responsible for developing long term goals for targeted students together with interim benchmarks and instructional practices which will lead to the attainment of the overall goal.

Timeline for Implementation:

- Weekly Pupil Personal Professional Learning Team Meetings include shared communication regarding differentiated instructional strategies;
- Math teachers meet weekly with the AUSSIE consultant and Lead teacher to look at data and differentiated tasks;
- Weekly PLT Inquiry Meetings focus on the shared goal of understanding and meeting individual student needs through differentiated instructional practices and assessment strategies;
- During the month of September, we will administer teacher-created reading and math formative diagnostics to identify students' levels of achievement. These assessments will aid in determining which students are ready to work with more advanced materials, and deciding, for some students, if further diagnosis is needed;
- During the months of September and October, teachers will self-assess and create Individual Professional Growth Plans that target the lens of Classroom Environment and Instruction, and include a plan for meeting the learning needs of student subgroups;
- Frequent cycles of short classroom visits of teachers will be strategically targeted to assess improved practice in differentiated instructional practices designed to meet the needs of all learners;
- Ongoing weekly Instructional Rounds/Learning Walks will be conducted in all content areas to provide teachers with ongoing formative feedback regarding current teaching practices, deepen teachers' understanding of best practices, and provide opportunities for participation in reflection, low-inference data collection and sharing, and targeted discussion regarding next steps;
- Throughout the school year, student work will be analyzed by Grade Level, Inquiry, and Department Area PLT's using collaboratively developed rubrics and protocols;
- An Instructional Rounds program will be collaboratively developed by a pilot group of teachers in September and October (and expanded to the full PLC by June of 2012) to allow for collaborative investigation and sharing of best practices, particularly around differentiation strategies;
- In September, all teachers will be provided with a follow-up Professional Development Workshop in the use of the PD 360 database, with focus on available resources around instructional differentiation.

Strategies to Increase Parental Involvement:

- MVHS will continue to provide monthly workshops for parents on ways to support their adolescents academically, and opportunities to access available community resources;
- Monthly Family Resource Fairs are scheduled prior to each Parent Association Meeting. At these Fairs, Families have the opportunity to meet with SES vendors, Community Based Organizations that

can provide support such as Health Care, Mental Health Care, financial guidance in the College Application Process;

- MVHS has created a position of Community Coordinator to support a deepened Home/School Partnership;
- A Bulletin Board is maintained where current information is posted for families regarding upcoming events and opportunities for family involvement;
- Ongoing mailings provide families with current information regarding individual student need and available support;
- The 2011-2012 implementation of an Advisory Program provides families with a liaison and student advocate who maintains contact with families concerning academic performance and socio-emotional behaviors and available supports;
- MVHS parents are welcome to visit their adolescents' classes, to observe the strategies and supports by which teachers meet students' individualized learning needs.

Strategies for Attracting, Developing, and Retaining Highly Qualified Teachers (HQT):

- Our Interview Team has developed a set of criteria that include expertise in the area of differentiated instructional strategies and meeting the needs of all students;
- MVHS has developed an ongoing collaboration with NYU, Hunter College, Empire State College and Sarah Lawrence College through which we host numerous student teachers on site throughout the school year, some of whom might be recruited to fill anticipated vacancies;
- MVHS accesses the New Teacher Finder and works collaboratively with the NYCDOE support team through the New Teacher Finder Office to advertise anticipated vacancies and recruit Highly Qualified teachers;
- Our Professional Development Plan provides ongoing professional development to teachers that include instructional workshops, curriculum mapping sessions, weekly formative classroom visit Learning Walks, weekly Grade Level and Department PLT Meetings facilitated by Lead Literacy and Math Teachers and our AUSSIE consultant, the PD 360 resource tool in the area of differentiated instructional strategies.

Service and Program Coordination:

MVHS is a recipient of a 21st Century Grant that provides us with sufficient funding to support an extensive after-school academic and enrichment program Monday through Saturday. Additional Community Based Organization Partnerships include collaborations with:

- Relationship Abuse Prevention Program (RAPP)
- Partnership With Children (PWC)
- Helen Keller Childsight Program
- Beacon
- Grand Street Settlement
- New York University
- Empire State College
- Hunter College
- Sarah Lawrence College

These collaborations support our goal of providing differentiated support to our students and “Meeting the Needs of Every Student, Today and Every Day.”

Annual Goal #2 and Action Plan:

Annual Goal #2 Funding

- AIDP

By July 2012, all students will successfully integrate the Common Core Learning Standards (CCLS), ensuring that

- **ARRA RTTT Citywide Inst Exp**

Comprehensive Needs Assessment:

- TL Lead Teacher
- TL NYSTL Library Books HS
- TL NYSTL Software
- Literacy
- AUSSIE Consultant
- National implementation of the Common Core Standards by 2014 demands that the Marta Valle PLC support students in deepening their literacy skills through interaction with complex fiction and non-fiction texts, along with completion of standards-based performance tasks.
- School Principal
- Special Ed. and Math/Science AP's
- Item analysis 8th grade ELA Exams were conducted by departmental Professional Learning Teams to

identify students' academic strengths and weaknesses, revealing the following trends:

1. Overall, students received full credit on only 34% of Short Response questions
2. Students received no credit on 20% of all Short Response questions.
3. Students received 58% of possible credit on the Short Response Questions.

This data suggests that targeted instructional focus on the skills required for completion of these items would likely lead to higher achievement on standardized assessments, and higher graduation rates.

- Item analyses of Global History and English Regents Exams suggest that MVHS students require targeted instruction in the areas of text deconstruction/reconstruction and analysis.

Math

- Members of Department Professional Learning Teams conducted item analyses of NYS Regents and 8th Grade Mathematics Exams, identifying the following trends and patterns:
 - On the June 2011 Integrated Algebra Regents, students answered only 9% of all Short Response questions;
 - Students received zero credit on 68% of all Open Ended questions;
 - Students received 18% of all possible points on the open ended questions.
- Our SED 2010-2011 Report Card indicates that, in 2010-2011, Adequate Yearly Progress in Mathematics was not achieved;
- 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 Common Core Learning 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;
- Learning Walks and short classroom visits 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.

Instructional Strategies/Activities:

Strategies/Activities that Encompass the Needs of Identified Student Subgroups:

- AUSSIE Consultant and Math and Literacy Lead Teachers will conduct inquiry-style analysis of performance tasks to assess needs of student subgroups;
- Administer and analyze formal Acuity Assessments to determine academic needs of student subgroups in Literacy and Math;
- Grade Level PLT's will conduct analysis of student work in Literacy and Math, to assess progress towards CCLS;
- School-wide grading system will be implemented in which students have multiple opportunities to demonstrate mastery of CCLS, in an effort to meet the learning needs of ELL's and students with special needs;
- Lead Literacy Teacher will facilitate professional development for teachers around the CCLS and their implications among English Language Learners, based on the work of Dr. Lily Wong Fillmore.

Staff and Other Resources Used to Implement These Strategies and Activities:

- Teachers and administrators will attend network-sponsored workshops around curriculum mapping and the CCLS, facilitated by Maryann Cucchiara and Dr. Nikki Newton, based on the research of Dr. Heidi Hayes Jacobs;
- Humanities and Math/Science PLT's will engage in weekly analysis of current tasks, rubrics, and curriculum maps in literacy and math to assess and improve alignment with the CCLS expectations;
- Teachers will participate in learning modules provided by Common Core 360, an online professional development program that supports schools' implementation of the CCLS;
- AUSSIE Consultant and Lead Math and Literacy Teachers facilitate weekly Professional Development Workshops to support Teacher skill in aligning instruction with CCLS;
- AUSSIE Consultant will provide math teachers with resources and sample performance tasks to guide their developing of tasks suitable for their students;
- Individual teachers will review academic assessment data (Acuity, ARIS) on an ongoing basis to inform instruction aligned to CCLS;
- 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.

Steps Taken to Include Teachers in the Decision Making Regarding the Use of Academic Assessments to Evaluate the Effectiveness of the Strategies/Activities:

- The Math PLT will meet regularly during September, October & November to look at CCLS performance task resources and make decisions as to appropriate tasks for their students and develop exemplars;
- Professional development with the AUSSIE Consultant will involve teachers looking at example of how performance tasks can be scaffold to make them accessible to all learners;
- Teachers will analyze the student responses to the performance tasks and make instructional decisions as to the effectiveness of the tasks and the rubrics;
- Teachers will engage in item skills analyses of academic skills assessments to determine effectiveness of instructional strategies and activities;
- 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.

Timeline for Implementation:

- In September and October, PLT's will analyze the CCLS in Literacy and Math and develop differentiated tasks for learners across grade and skill levels;
- In November and December, students will implement those predetermined tasks that were collaboratively developed, scaffolding instruction to meet the needs of every student;
- From September through June, PLT's will collaborate to create, develop, and revise assessments aligned with CCLS;
- In October, the Inquiry PLT will determine a CCLS-aligned skill to target, identify participating students, and begin developing the cycle of inquiry;
- From November through June, Inquiry PLT will continue to analyze student work products and formulate instructional practices and strategies to address student learning needs.

Strategies to Increase Parental Involvement:

- MVHS will share information with families via mailings, backpack distribution, postings on the MVHS website, and in Family Conferences regarding the relevance of CCLS to college and career readiness and college success;
- MVHS will provide workshops for families in the Common Core Learning Standards, MVHS provides workshops for parents on ways to support their adolescents academically in meeting the CCLS, academic expectations for students, and modeling the emphasis of CCLS in instruction;
- MVHS has created a position of Community Coordinator who has assumed a key role in supporting a deepened Home/School Partnership and family understanding of the CCLS;
- A Bulletin Board is maintained in the hall outside of the MVHS Community Center (Main Office) where current information is posted for families regarding upcoming events and opportunities for family involvement regarding the CCLS;
- Ongoing mailings provide families with current information regarding individual student need and available support regarding students meeting the CCLS;
- The 2011-2012 implementation of an Advisory Program provides families with a liaison and student advocate who maintains contact with families concerning academic performance and socio-emotional behaviors and available supports to ensure that students meet the CCLS.

Strategies for Attracting, Developing, and Retaining Highly Qualified Teachers (HQT)

- Our Interview Team has developed a set of criteria that include expertise in the area of CCLS;
- MVHS has developed an ongoing collaboration with NYU, Hunter College, Empire State College and Sarah Lawrence College through which we host numerous student teachers on site throughout the school year, who attend professional development sessions with our staff around CCLS, and might be recruited to fill anticipated vacancies;
- MVHS accesses the New Teacher Finder and works collaboratively with the NYCDOE support team through the New Teacher Finder Office to advertise anticipated vacancies and recruit Highly Qualified teachers knowledgeable about CCLS;
- Our Professional Development Plan provides ongoing professional development to teachers in CCLS that include instructional workshops, curriculum mapping sessions, weekly formative classroom visit Learning Walks, weekly Grade Level and Department PLT Meetings facilitated by Lead Literacy and

<p>Annual Goal #3 and Action Plan</p> <p>main teachers and our AUSSIE consultant, the PD 360 resource tool;</p> <ul style="list-style-type: none"> ● MVHS partners with AUSSIE to provide teachers with intensive support in curriculum mapping,
<p>Annual Goal #3: of curricula to CCLS.</p>
<p>Service and Program Coordination: By June 2012, student performance on the Mathematics Accountability Performance Index will increase by 10 points for all students (including all sub-groups) as reflected on the 2011-2012 New York State Accountability and Overview Report (AOR).</p> <p>MVHS is a recipient of a 21st Century Grant that provides us with sufficient funding to support an extensive after-school academic and enrichment program Monday through Saturday. Additional Community Based Organizations are needed to assist in collaborations with:</p>
<p>Needs Assessment:</p> <ul style="list-style-type: none"> ● New York 2010-2011 New York State Report Card we did not meet our safe harbor target of 156 in Mathematics for all students, falling short with a Performance Index (PI) of 151. We also did not reach our target of 152 for Hispanic and Latino students, achieving a PI of 147; ● Empire State College; ● Hunter College; ● Sarah Lawrence College; ● BMCC <p>On the 2010-2011 Progress Report our weighted Regents pass rate for Mathematics was 1.37, above both our peer average and citywide average, but a significant drop off from our 2009-2010 rate of 2.12; Our partnerships with colleges and universities as well as AUSSIE and PD-360 provide us with additional resources to support our goal of ensuring that all students are involved in at least one Literacy and Math task that is aligned to CCLS.</p> <p>28.8% of 2008 Cohort Seniors have not yet passed a Mathematics State Test</p> <p>2008 Cohort Seniors have not yet passed a Mathematics State Test;</p>
<p>Budget and Resources Alignment:</p> <p>Members of Department Professional Learning Teams evaluated NYS Regents exams, and developed an item skills analysis that identified areas of skill deficit for each of the Regents tasks. Looking at the item skills analysis of the June 2011 Integrated Algebra Regents we found that students received full credit on only 1% of all questions, and received zero credit on 68% of all Open Ended questions. Students received 18% of all possible points on the open ended questions;</p> <ul style="list-style-type: none"> ● ARRA RTTT Citywide Inst Exp ● ARRA RTTT Data Specialist ● Title I SWP ● Curriculum is essential to improving Regents scores; ● Title 12-Month AP HS ● As a former SNRR 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 yearly basis. Each spring a team of teachers, administrators and parents conduct a comprehensive internal review. The findings of the State Quality Review were analyzed and informed the development of all CEP goals and Action Plans; ● TL NYSTL Library Books HS ● TL NYSTL Software ● AUSSIE Consultant ● Analysis of the New York State School Report Card, the NYCDOE Learning Environment Survey, the DOE Progress Report and the Quality Review suggest the need for analyzing and sharing current student work, with a targeted focus on mathematics.
<p>Instructional Strategies/Activities:</p> <p>Strategies/Activities that Encompass the Needs of Identified Student Subgroups:</p> <ul style="list-style-type: none"> ● The MVHS Professional Learning Community has deepened our focus of “Educating Hearts and Minds for the 21st Century” in a targeted effort to engage all stakeholders (students, parents, teachers) in College and Career Readiness for all students; ● In full staff Professional Learning Community Meetings, teachers will be provided with professional development support in an effort to build capacity in the practice of the impact of sharing and discussing student work products as a way to assess student learning and instructional consistency across classrooms; ● Curriculum maps have been written that, together with common assessment tasks, will ensure a consistency of instruction across classes. These curriculum maps contain differentiated instruction to support identified subgroups of students. The maps are living documents that will reflect the changing

needs of the students;

- Grade Level PLT's will conduct analysis of student work in Literacy and Math, to assess progress towards CCLS among targeted subgroups;
- PLT's will analyze and discuss student outcomes on Regents and Periodic Assessments, as well as teacher-created assessments, and collaborate to plan instruction guided by the finding of the analysis;
- Analysis of Regents data from ARIS will be used to identify specific areas of need for specific groups of students and this information will be shared and used to plan remediation programs and guide revisions of curriculum;
- Our Inquiry PLT will meet weekly to examine student work, collaborate to develop targeted instructional supports, and share best practices, in order to support student achievement among the lowest third citywide;
- An Instructional Rounds Program will be developed among teachers to deepen the practice of sharing best practices, foster teachers' observation and interpretation skills, and make public what is being studied.

Staff and Other Resources Used to Implement These Strategies/Activities:

- Through a partnership with the AUSSIE Professional Development Program, a consultant will facilitate Math Grade Level and Content Area PLT Meetings and build teacher capacity in curriculum mapping as well as sharing and analyzing student work products;
- Lead Teachers in Mathematics and Literacy will provide support to teachers through modeling, mentoring, and coaching teachers in the use of strategies that emphasize the skills of reading informational text (CCLS) as well as integrating research skills across content and grade levels;
- Lead Teachers will also provide support to teachers through the sharing and analysis of student work products, and the use of accountable classroom talk to support the Common Core Learning Standards practices;
- Lead Teachers in Mathematics and Literacy will develop classroom lab sites to share best practices, and deepen school wide transparency around course content, instructional delivery, and development of a learning environment consistent with research-based principles of learning.

Steps Taken to Include Teachers in the Decision-making Regarding the Use of Academic Assessments to Evaluate the Effectiveness of the Strategies/Activities:

- Teachers will participate in Instructional Rounds (City, Elmore, Fiarman), engaging in shared reflection regarding the alignment of standards, rigor (Blackburn), differentiation (Tomlinson), and the CCLS;
- The MVHS PLC will develop and use tools that enable school leaders and teachers to organize and analyze student work and student performance trends such as norming protocols;
- Teachers will gather and analyze information on student work products to identify trends, strengths, and areas of need at the classroom level and share the information at weekly PLT meetings;
- In Weekly Grade Level, Content Area, Inquiry PLT Meetings, teachers will analyze student work, aligning the analysis to Content Standards and to the Common Core Learning Standards, and sharing understandings of how student work reflects classroom progress.

Timeline for Implementation:

- Instructional Rounds will begin in October and focus on instruction, classroom environment and differentiated instructional strategies;

- Analysis of Integrated Algebra Regents data from June 2011 will be completed by the end of October;
- From November the Math PLT will utilize the data from the Regents analysis to identify individual plans for students sitting for the Regents in January, 2012;
- From November to June, all PLT's will be involved in setting rigorous student goals based on analysis of student work.

Strategies to Increase Parental Involvement:

- MVHS will share information with families through mailings, backpack distribution, postings on the MVHS website, and in Family Conferences regarding the relevance of analyzing student work and making public what is learned;
- MVHS provide workshops for families in the MVHS academic expectations, and for parents on ways to support their adolescents academically in meeting the MVHS expectations;
- MVHS has created a position of Community Coordinator who has assumed a key role in supporting a deepened Home/School Partnership and family understanding of the importance of analyzing student work and making public what is learned;
- A Bulletin Board is maintained in the hall outside of the MVHS Community Center (Main Office) where current information is posted for families regarding upcoming events and opportunities for family involvement regarding expectations for student work;
- Ongoing mailings provide families with current information regarding individual student need and available support regarding students meeting the MVHS expectations regarding student work;
- The 2011-2012 implementation of an Advisory Program provides families with a liaison and student advocate who maintains contact with families concerning academic performance and socio-emotional behaviors and available supports to ensure that students meet the MVHS expectations for student work;

Strategies for Attracting, Developing, and Retaining Highly Qualified Teachers (HQT):

- Our Interview Team has developed a set of criteria that include expertise in the area of analyzing student work and making public what is learned;
- MVHS has developed an ongoing collaboration with NYU, Hunter College, Empire State College and Sarah Lawrence College through which we host numerous student teachers on site throughout the school year, some of whom might be recruited to fill anticipated vacancies;
- MVHS accesses the New Teacher Finder and works collaboratively with the NYCDOE support team through the New Teacher Finder Office to advertise anticipated vacancies and recruit Highly Qualified teachers knowledgeable about analyzing student work and using that analysis to inform instruction;
- Our Professional Development Plan provides ongoing professional development to teachers in analyzing student work and using that analysis to inform instruction that include instructional workshops, curriculum mapping sessions, weekly formative classroom visit Learning Walks, weekly Grade Level and Department PLT Meetings facilitated by Lead Literacy and math Teachers and our AUSSIE consultant, the PD 360 resource tool;
- MVHS partners with AUSSIE to provide teachers with intensive support in analyzing student work products and using that analysis to inform instruction.

Service and Program Coordination:

MVHS is a recipient of a 21st Century Grant that provides us with sufficient funding to support an extensive after-school academic and enrichment program Monday through Saturday. Additional Community Based Organization Partnerships include collaborations with:

Annual Goal #4 and Action Plan

- Empire State College

Annual Goal #4

- Sarah Lawrence College

By June 2012, 90% of teachers will integrate technology into their instruction, as measured by the development of Curriculum Maps which reflect the use of two digital tools to sharpen critical thinking, solve real-world problems, create digital content with an emphasis on college and career readiness, and support student performance on authentic tasks aligned with NY State Standards, National Technology Standards (NETS) and Common Core Learning Standards (CCLS) at least one Literacy and Math task

that is aligned to CCLS.
Comprehensive Needs Assessment:

Budget and Resources Alignment

- As a school focused on College and Career Readiness as articulated in the CCLS, there is a need for the school to develop curriculum that supports this emphasis in relation to the technology competency of the students;
- 21st Century Funding
 - AIDP
 - For the first time, our school Progress Report will have a grade on College Preparation and College Readiness
 - AIDP Every Student Everyday
 - ARRA RTTT Citywide Inst Exp
 - For the 2010-2011 school year we had 17% of our students receive credit for a college preparatory course, which is 13% below the citywide average;
 - ARRA RTTT Data Specialist
 - Based on the 2010-2011 Progress Report 9.6% of our students were College Ready, which was 3% above our peer group, but 12% below the citywide average;
 - TL Fair Student Funding HS
 - TL Lead Teacher
 - From our 2010 graduating Cohort of students, 47.7% enrolled in a two or four year college, which is 13% above our peer schools, and 2% below the citywide average;
 - TL NYSTL Library Books HS
 - TL NYSTL Software
 - Based on trends from Google Analytics, many of our students exhibit high levels of information fluency by utilizing the Marta Valle Online Learning Community (<http://martavalle.org>) to interact, communicate and collaborate with peers and their teachers;
 - AUSSIE Consultant
 - Math Lead Teachers
 - Math/Science AP

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.

Instructional Strategies/Activities:

Strategies/Activities That Encompass the Needs of Identified Student Subgroups:

- MVHS Innovation PLT will develop a needs and assessment survey that will enable school leaders to determine the levels and types of professional development needed to support teachers in understanding the National Technology Standards (NETS) and integrating technology into the curriculum;
- 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 in the area of technology integration;
- Teachers will apply 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.
- Innovation Team will create “lab class” environments to demonstrate integration of technology on three levels:
 1. High-end virtual instruction (Compass Learning, Desire 2 Learn, Aventa etc.);
 2. Technology infused project based learning experiences (digital storytelling, webquests, etc.)

3. Routine technology integration into daily planning (Interactive whiteboard based lessons, etc.);
- A partnership with I-Learn NYC will support the integration of technology into the curriculum as well as support the I-Zone virtual learning initiative;
 - Teachers will work with students in virtual learning environments (Desire 2 Learn, Google Docs, etc.) on lessons and units from their curriculum maps, while developing and archiving support resources for students on individual teacher websites;
 - The MVHS Innovation PLT will meet on a monthly basis to deepen the 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 MVHS online learning community;
 - The I-Zone Liaison/MVHS Media Specialist will support increased staff awareness of the International Standards for Technology Education (ISTE) National Education Technology Standards (NETS) for students, teachers, and administrators, and the Common Core Learning Standards to improve the integration of technology skills and information and media literacy concepts into the core curriculum;
 - Teachers will collaborate with colleagues in PLT’s to explore blended (combination of face-to-face/blended/virtual) modes of learning;
 - Teachers will empower students to create multimedia content (videos, podcasts, blogs, etc.) to educate peers leading towards higher levels of academic achievement;
 - Technology Support PLT will ensure that the MVHS infrastructure supports the opportunity for teachers and students to utilize technology as part of their daily practice;
 - Technology Support PLT will train a support team of student technology leaders that can assist in minor maintenance issues (printers, LCD set up, etc.);
 - School Leaders and teachers will promote and model digital citizenship and responsible web based social interaction;
 - Teachers and school leaders will use virtual learning environments (Blogs, Wikis, Google Docs, etc.) as an extension of class and a means of language and skill acquisitions, with the goal of increasing productive student peer editing, developing collaborative assignments that use technology to increase out of class work and the ability to create and use Google docs;
 - Teachers will collaborate with colleagues in PLT’s to explore blended E-mail to keep students informed;
 - MVHS will work to ensure that every student has an email and access to that e-mail;
 - Cross curriculum use of technology will be explored to enhance college readiness;
 - Educate students in the use of Microsoft Office Suite for students such as:
 - Spell check
 - Edit
 - Word count
 - Manipulation of programs for specific purpose and clarity
 - The use of the ARIS system to enable teachers to easily share and discuss student data with parents and guardians;
 - 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.

Staff and other Resources used to Implement these Strategies/Activities:

- Technology person who will identify students who have or do not have access to technology;
- Staff will be made aware of who has administrative privileges for various programs;
- I-Zone;
- Library;

- Technology Implementation Team;
- Laptops and Computer Labs;
- Class Websites powered by Google Apps for Educators;
- PD 360;
- Desire To Learn Platform.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Teachers will be asked to provide feedback on the usefulness of technology professional development activities;
- Grade Level PLTs will focus on implementing strategies in the classroom and be used as a mechanism to provide feedback on the effectiveness of strategies;
- Teachers will be involved in Interdisciplinary reports on preparedness of students;
- Teachers will share student work on google documents in order to have more specific feedback.

Timeline for implementation:

- September through June -Assess teacher skills, readiness and level of comfort;
- September through June- Assess physical technology and accessibility (laptops, availability, com lab hours, e-mail accounts);
- Ongoing- Student assessment for current abilities (Internet usage, availability, ability to differentiate and identify various resources for credibility);
- Ongoing- Analyze gaps between college/career readiness and student current ability level;
- Ongoing- Choose one or two areas to focus on as a staff and implement across the curriculum;
- Ongoing- Share and demonstrate technology uses from across the curriculum;
- September- Create core technology team and mentoring program;
- Ongoing- Create a plan for students to take personal responsibility for technology growth;
- Spring, 2012 -In planning for next year create a computer for college and career readiness elective for seniors.

Strategies to Increase Parental Involvement:

- MVHS will share information with families through mailings, backpack distribution, postings on the MVHS website, and in Family Conferences regarding the relevance of the integration of technology and the National Technology Standards (NETS);
- MVHS provide workshops for families in the MVHS responsible cyber use, and for parents on ways to support their adolescents in meeting the MVHS technology use expectations;
- MVHS has created a position of Community Coordinator who has assumed a key role in supporting a deepened Home/School Partnership and family understanding of the importance of appropriate and safe technology use;
- A Bulletin Board is maintained in the hall outside of the MVHS Community Center (Main Office) where current information is posted for families regarding upcoming events and opportunities for family involvement regarding expectations for student use of technology and opportunities for opportunities to participate in blended course offerings for credit recovery or enrichment;
- Ongoing mailings provide families with current information regarding individual student need and available support regarding students meeting the MVHS expectations regarding student use of technology and opportunities;
- The 2011-2012 implementation of an Advisory Program provides families with a liaison and student

advocate who maintains contact with families concerning academic performance and socio-emotional behaviors and available supports to ensure that students meet the MVHS expectations for student use of technology and opportunities;

- Two additional Family Conference days have been included in our calendar to ensure that parents have additional opportunities to conference with Advisors and teachers regarding their adolescents' use of technology and our blended on-line program course offerings. These Family Conference days are in addition to the chancellor's mandated Fall and Spring Parent/Teacher Conference Dates.

Strategies for Attracting , Developing, and Retaining Highly Qualified Teachers (HQT)

- Our Interview Team has developed a set of criteria that include expertise in the area of technology integration and the implementation of blended online course offerings;
- MVHS has developed an ongoing collaboration with NYU, Hunter College, Empire State College and Sarah Lawrence College through which we host numerous student teachers on site throughout the school year, some of whom might be recruited to fill anticipated vacancies;
- MVHS continues to maximize the New Teacher Finder resource, works collaboratively with the NYCDOE support team through the New Teacher Finder Office to advertise anticipated vacancies online, and recruit Highly Qualified teachers knowledgeable about analyzing student work and using that analysis to inform instruction;
- Our Professional Development Plan provides ongoing professional development to teachers in technology integration that include instructional workshops, curriculum mapping sessions, weekly formative classroom visit Learning Walks, weekly Grade Level and Department PLT Meetings facilitated by Lead Literacy and math Teachers and our AUSSIE consultant, the PD 360 resource tool;
- MVHS partners with AUSSIE to provide teachers with intensive support in technology integration.

Service and Program Coordination:

MVHS is a recipient of a 21st Century Grant that provides us with sufficient funding to support an extensive after-school academic and enrichment program Monday through Saturday. Additional Community Based Organization Partnerships include collaborations with:

- New York University
- Empire State College
- Hunter College
- Sarah Lawrence College
- BMCC
- AUSSIE Professional Development Services
- PD-360
- I-Learn NYC
- Remote Networked School Project- A collaboration with the Minister of Education of Quebec

Our partnerships with colleges and universities as well as I-Learn NYC, the Remote Networked Schools Project, AUSSIE and PD-360 provide us with additional resources to support our goal 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.

Budget and Resources Alignment:

- 21st Century Funding
- AIDP
- AIDP Every Student Everyday

- ARRA RTTT Citywide Inst Exp
- ARRA RTTT Data Specialist
- Title 1 SWP
- TL 12-Month APHSTL Fair Student Funding HS
- TL Computer Maintenance
- TL Fair Student Funding HS
- TL Lead Teacher
- TL NYSTL Library Books HS
- TL NYSTL Software
- ELA and Math Lead Teachers
- Library Media Specialists
- Special Education and Math/Science Assistant Principals

Annual Goal #5 and Action Plan

Annual Goal #5

In the 2011-2012 school year (August, 2012), we will improve our graduation rate by 3.7% for a student graduation rate of 60%.

Comprehensive Needs Assessment:

- MVHS did not make Adequate Yearly Progress for graduation rate as indicated by the NYS 2010-2011 School Report Card;
- In 2010-2011, the MVHS 4 year graduation rate was 56.4%, below the average for our NYCDOE peer group of schools, and below the citywide average;
- For the 2010-2011 Progress Report the MVHS 6 year graduation rate was 72.8%, above the average of the MVHS peer group and above the citywide average;
- 70.7% of MVHS 1st year students in 2010-2011 earned 10+ credits. 60.9% of 2nd year students earned 10+ credits and 61.7% of third year students earned 10+credits;
- In 2010-2011, MVHS had a 31.2% completion rate of Regents for all students;
- Grade Level and Department, Professional Learning Teams and MVHS instructional leaders reviewed the New York State School Report Card, the NYCDOE Learning Environment Survey, the DOE Progress Report and the Quality Review and identified areas in need of improvement and strategies to facilitate school improvement;
- Learning Walks and short classroom visits provide evidence of an inconsistency across classrooms in aligning lessons to NYS Learning Standards.

Instructional Strategies/Activities:

Strategies/Activities That Encompass the Needs of Identified Student Subgroups:

- Targeted outreach will be implemented to support seniors (and their families) who are SES eligible in accessing free Supplemental Education Services (SES);
- An Advisory Program has been implemented to provide all students with an Advisor who understands his her needs and progress towards graduation;
- Individualized programs have been created for all students following an in-depth review of their transcripts and academic needs;
- 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. This will allow for targeted strategies for individual students;
- 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;
- 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 second year students are earning 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 (ie-homework, attendance, tests, etc.) and that the grading policies will ensure that students have multiple opportunities to demonstrate mastery of the learning outcomes;

- Student performance on the Global Studies Regents demonstrates the need for increased levels of support in this area. Lunch Café Tutoring, after-school and Saturday Success Regents Prep courses will provide additional out of class support for students in this content area;
- To allow time for teachers to analyze data and develop and discuss individual student goals the following meetings have been programmed: 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;
- A lower than expected rate of credit accumulation in classes demonstrated the need for a more targeted system of response to student poor performance. Teachers are now expected to provide students with meaningful feedback that is meaningful, timely and ongoing. 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 Contracts (SAC) for all students at the end of each marking period. These SAC are developed collaboratively with teacher, student, social worker, guidance counselor, and family participation;
- We have developed a catalog of support services including tutoring, 21st Century Grant activities, and social service supports and have provide those to faculty and staff;
- 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 will be encouraged to 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.

Staff and Other Resources Used to Implement These Strategies/Activities:

- The MVHS SLT, Community Coordinator, 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;
- MVHS will partner with College For Every Student (CFES), a nonprofit organization committed to helping under-served youth prepare for, gain access to, and succeed in college;
- MVHS Community Coordinator;
- MVHS has identify a staff member who acts as the on-site CFES coordinator, and who collaborates with the MVHS 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);
- Grand Street Settlement College Advisor;
- AUSSIE consultant will work with math PLT's to carry out a detailed analysis of the June 2011 Integrated Algebra Regents data and work with teachers to interpret this data and use the interpretation to implement strategies that will increase the Regents pass rate.

Steps Taken to Include Teachers in the Decision-Making Regarding the Use of Academic Assessments to Evaluate the Effectiveness of the Strategies/Activities:

- The MVHS Guidance Team, in collaboration with Advisors, will facilitate transcript reviews and develop Academic Intervention Contracts with all students who are failing one or more classes;
- Consistent with NYCDOE Expectations, all teachers have completed a Course Syllabus that included a Grading Policy aligned to mastery of specific course learning standards (not percentages);
- Math PLT's will look at the Regents data from June 2011 and identify those students who need to sit and pass the Integrated Algebra Regents in either January or June 2012. They will then use this individual data to prepare students for the Regents.

Timeline for Implementation:

- 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 MVHS students; Respectful, Reliable, Responsible, Creative, Thoughtful, Forward-thinking. These behaviors are posted throughout MVHS 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 of students with above 90% attendance;
- The Principal will host Monthly Senior Advisory Meetings, facilitated by the Senior Advisor in which students will have a voice in the development of Senior Activities, Celebrations, and Fund-raising Events;
- By the end of October the analysis of the math Regents will be complete and students and their individual needs identified;
- By November a tutorial program will be in place to prepare targeted students for the January 2012 Integrated Algebra Regents exam.

Strategies to Increase Parental Involvement:

- MVHS will share information with families through mailings, backpack distribution, postings on the MVHS website, and in Family Conferences regarding the NYS High School Graduation Requirements;
- Monthly MVHS Family Resource Fairs are scheduled prior to each Parent Association Meeting. At these Fairs, Families have the opportunity to meet with SES vendors, and on-site and off-site Community Based Organizations that can provide support such as Health Care, Mental Health Care, financial guidance in the College Application Process;
- MVHS provide workshops for families on the NYS and MVHS Graduation requirements, and for parents on ways to support their adolescents in meeting the the NYS and MVHS Graduation Requirements;
- MVHS has created a position of Community Coordinator who has assumed a key role in supporting a deepened Home/School Partnership and family understanding of the the NYS and MVHS Graduation requirements;
- A Bulletin Board is maintained in the hall outside of the MVHS Community Center (Main Office) where current information is posted for families regarding upcoming events and opportunities for family involvement regarding the NYS and MVHS Graduation requirements;
- Ongoing mailings provide families with current information regarding individual student need and available support regarding students meeting the the NYS and MVHS Graduation requirements;
- The 2011-2012 implementation of an Advisory Program provides families with a liaison and student

advocate who maintains contact with families concerning academic performance and socio-emotional behaviors and available supports to ensure that students meet the NYS and MVHS Graduation requirements;

- The MVHS College Office is staffed from 8-4 PM daily, and is available for families and student use;
- A full-time College Advisor is provided to MVHS through our partnership with Grand Street Settlement. In addition, a Teacher serves as a College Advisor in a compensatory time position, and the Community Coordinator provides support to students and their families in accessing resources and supporting students' understanding of the NYS and MVHS Graduation requirements;
- An on-site Annual College Fair will take place during the Fall term and is open to all students and their families;
- A Parent Resource Center has been created which includes a bank of computers and a library of college and career readiness materials and provides families with the resources needed to access the internet and school resources with the support of the Community Coordinator;
- Two additional Family Conference days have been included in our calendar to ensure that parents have additional opportunities to conference with Advisors and teachers regarding their adolescents' progress to graduation. These Family Conference days are in addition to the chancellor's mandated Fall and Spring Parent/Teacher Conference Dates.

Strategies for Attracting Highly Qualified Teachers (HQT):

- The MVHS Interview Team has developed a set of criteria that include expertise in supporting students in staying on track to graduate from high school;
- MVHS has developed an ongoing collaboration with NYU, Hunter College, Empire State College and Sarah Lawrence College through which we host numerous student teachers on site throughout the school year, some of whom might be recruited to fill anticipated vacancies;
- MVHS continues to maximize the New Teacher Finder resource, and works collaboratively with the NYCDOE support team through the New Teacher Finder Office to advertise anticipated vacancies and recruit Highly Qualified teachers knowledgeable about supporting students in staying on track to graduate from high school;
- Our Professional Development Plan provides ongoing professional development to teachers in technology integration that include instructional workshops, curriculum mapping sessions, weekly formative classroom visit Learning Walks, weekly Grade Level and Department PLT Meetings facilitated by Lead Literacy and math Teachers and our AUSSIE consultant, the PD 360 resource tool;
- MVHS partners with AUSSIE to provide teachers with intensive support in supporting students in staying on track to graduate from high school.

Service and Program Coordination:

MVHS is a recipient of a 21st Century Grant that provides us with sufficient funding to support an extensive after-school academic and enrichment program Monday through Saturday. Additional Community Based Organization Partnerships include collaborations with:

- Free Breakfast for all students Monday-Friday
- Free Snack for all students who participate in our extended day program
- Free Breakfast and Snack for all students who participate in our Saturday Success Academy
- Metro Cards for all students who Participate in our Saturday Success Academy
- Grand Street Settlement (fully staffs our College Office)
- Title I funds were used to create our Parent Resource Center

- Partnership With Children (PWC)
- The Mayor's Inter Agency Task Force on Truancy and Chronic Absenteeism
- College For Every Student (CFES)
- Publicolor
- Relationship Abuse Prevention Program (RAPP)
- New York University
- Empire State College
- Hunter College
- Sarah Lawrence College
- BMCC
- AUSSIE Professional Development Services
- PD-360
- I-Learn NYC
- Remote Networked School Project- A collaboration with the Minister of Education of Quebec

Our partnerships with colleges and universities as well as I-Learn NYC, College For Every Student (CFES), AUSSIE and PD-360 provide us with additional resources to build teacher practice and support our goal of improving student graduation rate as indicated on NYC Progress Report and NYS Report Card.

Budget and Resources Alignment:

- 21st Century Funding
- AIDP
- AIDP Every Student Everyday
- ARRA RTTT Citiwide Inst Exp
- ARRA RTTT Data Specialist
- Rollover Title 1 Correct 91
- Title 1 SWP
- TL 12 Month AP HS
- TL Computer Maintenance
- TL Fair Student Funding HS
- TL Lead Teacher
- TL NYSTL Library Books HS
- TL NYSTL Software
- AUSSIE Consultant
- ELA and Math Lead Teachers
- Math/Science AP
- School Aide-Attendance Outreach
- School Secretary-Attendance Outreach

Academic Intervention Services (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	146	146	146	146	51	8	29	11
10	102	102	102	102	82	5	15	6
11	54	54	54	54	38	3	7	3
12	74	74	74	74	24	2	10	1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<p>ELA</p> <p>Ramp Up Cafe Clubs After School Program Saturday Academy Program</p>	<ul style="list-style-type: none"> ● In selected Advisory classes, we are using a variety of interventions - SAT, PSAT prep, prep for NYS Regents exams for ELA and math, study skills, activities - that foster non-fiction comprehension to be prepared for any content exams. ● We provide tutoring opportunities in the morning during zero period to give each student the extra help he or she needs. For many students this help is remedial, for other students, this time slot will provide enrichment. (Zero period takes place prior to the start of the school day, Tuesday through Friday, 7:30 a.m. to 8:45 a.m.) ● Ramp Up balanced literacy intervention programs, which occur daily in the student’s schedule. ● Our Cafe Clubs target at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help, and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day. ● Saturday Academy program provides extra help in all subject areas. The focus of Saturday Academy is on students taking Regents exams for the first time as well as repeaters. ● Kaplan SAT after-school prep course is available free to students. One in fall for seniors and one in spring for juniors.
<p>Mathematics</p> <p>After School Program Saturday Academy Program Cafe Club Tutoring Program</p>	<ul style="list-style-type: none"> ● Students receive 7 or 8 periods of instruction in math until they are enrolled in Algebra II. This is well above the NYSED contact hour minimum. ● In Cafe Clubs, teachers provide extra support to students through individual or small group tutoring. ● Saturday Academy program provides extra help in all subject areas. The focus of Saturday Academy is on students taking Regents exams for the first time as well as repeaters.. ● Our Cafe Club providers target at-risk students. Support includes re-taking exams, tutoring, homework help, and personalized support. Students from all grades have the opportunity to receive academic support from teachers who work beyond the school day.
<p>Science</p> <p>After School Program Saturday Academy Program Cafe Club Tutoring</p>	<ul style="list-style-type: none"> ● Students receive either 7 or 8 periods of instruction in science. This is well above the NYSED contact hour minimum. ● Our Cafe Club providers target at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day in

<p>Program</p>	<p>our after school program from 4-6 PM.</p> <ul style="list-style-type: none"> ● Saturday Academy program provides extra help in all subject areas. The focus of Saturday Academy is on students taking Regents exams for the first time as well as repeaters..
<p>Social Studies</p> <p>After School Program Saturday Academy Program Cafe Club Tutoring Program</p>	<ul style="list-style-type: none"> ● Cafe Club teachers provide extra support to students through individual or small group tutoring. ● Our Cafe Club teachers target at-risk ninth and tenth grade students. Support includes re-taking exams, tutoring, homework help, and personalized support. Eleventh and twelfth graders will receive academic support from teachers who work beyond the school day in the After School time slot from 4-6 PM. ● Saturday Academy program provides extra help in all subject areas. The focus of Saturday Academy is on students taking Regents exams for the first time as well as repeaters..
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> ● The Guidance Counselor closely monitors students with attendance and/or cutting problems. This is done through the use of attendance cards. ● 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. ● 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>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> ● Psychologists provide counseling, evaluations, consults with teachers, visits classrooms to observe students, etc. In addition, our psychologists refer to outside agencies for services not offered at the school. ● Individual setting is on as need basis with parental consent and referral from PPT (Pupil Personnel Team) meetings.
<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> ● Provides counseling, evaluations, consults with teachers, visits classrooms to observe students, etc. ● In addition, we have four Social workers from Community Based Organizations who work closely with guidance staff. Teachers can refer students to these staff members or students can refer themselves. Often, students refer themselves after an advisory to one of the

	<p>Community Based Organizations staff members. In addition, the Social Worker will refer to outside agencies for services not offered at the school.</p>
<p>At-risk Health-related Services</p> <p>Partnership With Children Relationship Abuse Prevention Program</p> <p>Grand Street Settlement Beacon Program</p>	<ul style="list-style-type: none"> ● Provides counseling, evaluations, consults with teachers, visits classrooms to observe students, etc. In addition, will refer to outside agencies for services not offered at the school. ● Individual setting on as needed basis with parental consent and referral from PPT (Pupil Personnel Team) meetings.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- Implement a Student Advisory Program, based on a template provided by Educators for Social Responsibility, which will meet three (3) mornings a week with one adult staff advisor and ten student advisees to support all students in academic, enrichment and social activities. The advisor will provide a direct link between the school, the advisee and the home;
- Provide for a parent office and resource center which will be available Monday through Friday 8:00 am to 6:00 pm and on Saturdays from 8:30 am to 5:00 pm;
- Provide an administrator to assist parents either in person or by telephone every Saturday from 8:30 am to 5:00 pm (in addition to Monday-Friday 7:30-6:00 PM);
- Provide a Community Coordinator to act as a liaison between families and the school community;

- Provide monthly Family Resource Fairs before, during and after the monthly Parent Association Meetings;
- Provide, through our partnership with Grand Street Settlement, a full time college advisor to assist parents in all aspects of college selection, application and admission requirements;
- Provide parent support through our partnerships with the NYCDOE's Innovation Zone, New York University, Hunter College, Sarah Lawrence College, Partnership with Children, Publicolor, College for Every Student (CFES), Grand Street Settlement and Lower East Side Girls Club (LESGC);
- Encourage parent participation in our Parent Advisory Council, School Leadership Team, College Workshops, Principal Breakfasts, Curriculum Evenings and Academic Conferences;
- Involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact'
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Community Coordinator to serve as a liaison between the school and families. The Community Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Community Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- Implement the following statutory requirements:
 - 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;

- Carry out the Title I, Part A parental involvement requirements, to the extent practicable. MVHS 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;
- 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;
- Carry out programs, activities and procedures in accordance with this definition of parental involvement.

At MVHS, 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;
- Parents are encouraged to be actively involved in their child's education at school;
- 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;
- MVHS is carrying out of other activities, such as those described in Section 1118-Parental Involvement of ESEA.

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:

- MVHS 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 Community 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.

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;
- MVHS 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), Lower East Side Girls Club (LESGC) and Kaplan K-12 Learning Services Tutoring Program;
- Community 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.

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 Community 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;
- MVHS 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;
- MVHS 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 NYS academic content standards;
 2. The NYS student academic achievement standards;
 3. The NYS and NYC 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.

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:

- MVHS 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, MVHS 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.

Marta Valle High School will further encourage school-level parental involvement by:

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

School-Parent Compact

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

I. School Responsibilities

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

- 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;
- 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 Science and Math, an Assistant Principal in English, ESL and Special Education and two Lead Teachers in Literacy and Math who will work with teachers to improve the quality of their teaching;
- Strategies to increase daily attendance;
- Using academic learning time efficiently;
- Respecting cultural, racial, ethnic, physical and LGBT differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Support home-school relationships and improve communication by:

- Hold Parent-Teacher Conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, six conferences will be held during the year: three during the fall term and three 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.
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- Parents interested in observing their child's classes can make arrangements through the Principal or her designee;
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;

- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;
- 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;
- Promoting positive use of my child's extracurricular time;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Monitoring my child's regular reading outside of school;
- Communicating positive values and character traits, such as respect, hard work, and responsibility.
- Respecting the cultural differences of others;
- Helping my child accept consequences of negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school's discipline policy;
- Expressing high expectations and offering praise and encouragement for achievement.

III. Student Responsibilities:

- 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;
- Complete my homework and submit all assignments on time;
- In accordance with a contract that is given to me by each subject class teacher, follow the school's and class' rules of conduct;
- Develop and follow academic goals and Smart Recipes for Success;
- Work toward involvement in Senior Peer Leadership Program;
- Seek assistance from our guidance counselor or assistant principal if we need assistance or have any questions;
- Meet 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 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;
- 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;
- 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 concerns at an appropriate time if I do not agree with the request.

Response Plan for Schools In Need of Improvement (SINI)

School DBN: 01M509

School Name: Marta Valle High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

MVHS has been identified as a School In Need of Improvement Year 2 for Graduation Rate and Year 1 for Mathematics with a Differentiated Accountability Status of SINI Year 2. Analysis of the 2010-2011 Quality Review, the NYC Progress Report, New York State School Report Card and the NYCDOE Learning Environment Survey (as well as formative data gathered through comprehensive internal reviews conducted annually by teachers, administrators and parents) suggest the need for increased differentiation of instruction across classrooms, particularly in the area of Mathematics (where Academic Yearly Progress was not achieved). In addition, school improvement demands an increased rate of credit accumulation among students (particularly those in their second year at MVHS), as well as enhanced instructional differentiation across content areas, and a more targeted response to identified student academic need.

Itemization of data findings are as follows:

- Our school population consists of large percentages of identified subgroups, including
 - 21.4% with IEPs
 - 9.5% overage students
 - 62% Hispanic and Latino students (Cohort N), a group we failed to meet AYP in last year in both English and Mathematics.
- Many Special Education students in their senior year have not passed Regents exams. Differentiation in the classroom is essential to helping students pass State tests.
 - 26% have not passed Math
 - 37% have not passed Science
 - 53% have not passed Global
 - 47% have not passed US History
 - 21% have not passed English
- Many English Language Learners in senior year have not passed Regents exams.
 - 67% have not passed Math

- 50% have not passed Science
- 67% have not passed Global
- 67% have not passed US History
- 50% have not passed English
- 40% of our 9th graders are in the citywide lowest third, according to their 8th grade Math and English scores.

In past year, our Lowest Third students have significantly underperformed other students in the area of credit accumulation. Last year:

- 70.7% of 1st year students earned 10+ credits vs. 54.5% of the lowest third students earning 10+ credits.
- 60.9% of 2nd year students earned 10+ credits vs. 54.2% of the lowest third students earning 10+ credits.
- 61.7% of 3rd year students earned 10+ credits vs. 48.1% of the lowest third students earning 10+ credits.
- 58% of Seniors with IEP's are not yet on track to graduate but are ALMOST on track.
- 83% of Senior ELL's are not yet on track to graduate but are ALMOST on track.
- Our students come to MVHS with a range of academic abilities. We have students ranging from level 1 to level
- Adequate Yearly Progress was not made for graduation rate for the 2010-2011 School Report Card;
- In 2010-2011, the MVHS 4-year graduation rate was 56.4%, below the average for our NYCDOE peer group of schools, and below the citywide average;
- Per the 2010-2011 Progress Report, the MVHS 6-year graduation rate was 72.8%, above the average of our peer group and above the citywide average. We believe we can help students to graduate earlier on, and raise our 4 year graduation rate to be closer to the 6 year rate;
- 70.7% of 1st year students in 2010-2011 earned 10+ credits. 60.9% of 2nd year students earned 10+ credits and 61.7% of third year students earned 10+credits. It is essential for students to earn 10+ credits each year of high school in order to improve the graduation rate;
- In 2010-2011 MVHS students completed Regents Exams at a rate of 31.2%. Improvement in this area is prerequisite to improvement in graduation rate.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In order to support improved achievement in Mathematics, the following interventions will be implemented:

- Grade Level and Departmental PLT's will conduct analysis of student performance (both in class and on Regents Exams and Periodic Assessments), to assess progress among targeted subgroups and use data to formulate instruction;
- The Marta Valle Inquiry PLT will meet twice monthly to examine student work and collaborate to develop instructional supports and share best practices targeting students in the Lowest Third citywide;
- An Instructional Rounds Program will be developed by teachers to deepen the practice of sharing instructional strategies, foster teachers' observation and interpretation skills, and make public what is being studied;

- A school-wide focus on “Thinking Like A Mathematician,” specifically on higher order/critical thinking with a focus on problem solving, has been designed to provide targeted support for student understanding of complex texts and tasks, ultimately culminating increased performance in Math;
- All Content Area Department Professional Learning Teams will revise course grading policies to ensure that all students have an opportunity to demonstrate mastery of learning objectives;
- As part of our ongoing Individualized Professional Development Plan development, the Principal and members of the Cabinet (Administrative Team) will engage in frequent cycles of short classroom visits and provide meaningful, timely feedback to increase effectiveness of instructional differentiation. The focus of the visits will include an expectation that each task is differentiated to meet the needs of all learners, is clear and connected to a larger concept;
- All MVHS teachers will be involved in the development of Curriculum Maps that incorporate differentiated instructional strategies to support the needs of all learners;
- Student Advisors will collaborate with students in the development of a SMART “Recipe For Success” (Academic Contract) that includes SMART goals and an Action Plan that supports the attainment of these goals;
- Teachers will meet regularly in subject groups to share the strategies and resources they have developed. Additionally, each subject area will compile instructional resources in an online forum linked to the MVHS website;
- The MVHS Professional Learning Community will work closely with our Network Leader and Network Instructional Team. Network Specialists will provide targeted assistance to teachers assigned to work with our English Language Learners and Special Education teachers aligned with the work of Dr. Lily Wong Fillmore and Maryann Cucchiara regarding text deconstruction and targeted language development support;
- All Department Grade Level Teams will develop revised Grading Policies aligned with learning outcomes rather than percentages in sub-categories (ie-homework, attendance, tests, etc.);
- An AUSSIE Professional Development consultant with expertise in Math/Science will provide 18 days of on-site support to teachers that will include facilitating weekly PLT Math Content Area and Grade Level Meetings, participating in weekly Informal Classroom Visits and Learning Walks, collaborating with the Principal and the Cabinet in identifying trends and problems of practice, and participating in the development of a dynamic, individualized program of support for all teachers. All activities will be aligned with the aims of deepening the conditions for robust learning through improvement of the consistency of differentiated instructional practices to meet the needs of student subgroups;
- Lead Teachers in Mathematics and Literacy will provide Professional Development support to teachers across content areas in meeting learning needs of targeted subgroups by modeling, mentoring, and coaching teachers in the use of differentiated instructional practices;
- The Assistant Principal for Math and Science will mentor, model, and co-teach with Math teachers to support improved teacher practice and the implementation of coherent instructional practices across classrooms;
- An Instructional Rounds program will be collaboratively developed by a pilot group of teachers in September and October (and expanded to the full PLC by June of 2012) to allow for collaborative investigation and sharing of best practices, particularly around differentiation strategies;

- Lead Teachers in Mathematics and Literacy will develop classroom lab sites to share best practices, and deepen school wide transparency around course content, instructional delivery, and development of a learning environment consistent with research-based principles of learning;
- Targeted outreach will be implemented to support seniors (and their families) who are SES eligible in accessing free Supplemental Education Services (SES);
- Individualized programs have been created for all students following an in-depth review of their transcripts and academic needs.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.
 - Teachers will participate in self-paced and selected Professional Development through PD360 training sessions that help them to deepen their data analysis skills and differentiated instructional practices;
 - MVHS will partner with the AUSSIE Professional Development Team. A consultant will provide 18 days of on-site support to teachers that will include modeling, mentoring, and facilitating PLT Math and Science Content Area and Grade Level Meetings. All activities will be aligned with the goals of deepening the conditions for robust learning through improvement of the consistency of differentiated instructional practices to meet the needs of student subgroups;
 - AUSSIE consultant and Lead Math and Literacy Teachers will facilitate professional development workshops weekly to support Teacher understandings about CCLS and develop performance tasks using the language and philosophy of the CCLS. AUSSIE consultant together with the Lead Math Teacher will revise all Math and Science Curriculum Maps to ensure that there are links to the CCLS; conduct an item skills analysis of the 2011 Regents Examinations and plan preparation programs for the upcoming Regents; align the 2011-2012 Curriculum Maps and Units with the areas of identified need, and provide support to teachers in the form of modeling, co-teaching, and mentoring with a goal of strengthening teacher's practice in using differentiated instructional strategies to meet the needs of all learners.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

As part of Marta Valle's overall strategy for providing high-quality professional development, a mentoring program will be implemented to support new teachers in their practice. In accordance with NYC DOE requirements, all first-year teachers will be mentored by a veteran teacher for at least 2 periods per week over the 2011-2012 school year. The identified mentor will conduct classroom visits with new teachers, as well as individual conferences (both in-person and virtual), and targeted professional development to deepen each new teacher's instructional competencies. Mentor conferences will be instructive, collaborative, or facilitative, depending on the demonstrated needs of the novice teacher.

Topics for workshop/discussion will include:

- Instructional practices/intervention strategies
- Curriculum planning
- Classroom management

- Grading policy
- Lesson/unit planning
- Time management
- Student advocacy
- Communication with families
- Resource acquisition
- Instructional differentiation
- Assessment

In addition to a school-based mentor, each new teacher at Marta Valle will also be supported by Lead Teachers in both Literacy and Mathematics, with whom (s)he will engage in pre-planning discussions, curriculum and lesson planning, assessment and standards. Lead Teachers will also serve as “critical friends” to new teachers, building collegiality and supporting each in improving his or her instructional practice. In addition, each Lead Teacher will develop a classroom lab site for colleagues to observe best practices

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.
 - Strengthening our Home/School Partnership is a critical focus area for MVHS during the 2011-2012 academic year. Extensive parent outreach includes frequent phone calls, frequent mailings, monthly Parent Breakfasts, monthly Parent Association Meetings, and monthly School Leadership Team Meetings.
 - The MVHS SINI status and plans for improvement have been shared with families through a letter that was translated in a number of languages and distributed via backpack and mailed, and presented during the Principal’s Report at the October 16, 2011 Parent Association Meeting and at the November 29, 2011 School Leadership Team Meeting.
 - Family Conferences took place in October and November with Advisors and families. During Family Conferences, families received information regarding the MVHS SINI status and plan for improvement, as well as information regarding supports available for students including SES, 21st Century Academic Intervention Services, in school Academic Intervention Services, and Saturday Success Academy Regents Prep.
 - Additional information regarding families opportunities to enroll students in Supplemental Education Services was shared at the September 21, October 16, and November 16 Parent Association Meetings where a Parent Resource Fair was hosted by MVHS and attended by NYCDOE approved SES Vendors, and at the October, November, and December Principal Breakfasts.
 - Ongoing communication with families includes a daily Twitter Feed on the MVHS website, a monthly Calendar that is developed by the Principal and distributed to families via backpack and mailed, a calendar posted on the website, a Family Information Bulletin Board display in a prominent location on the first floor of the MVHS Learning Community.
 - The MVHS Parent Resource Room is staffed by our Community Coordinator and provides families with resources and information regarding the MVHS plan for improvement and supports to students and their families.
 - Teacher pages on the MVHS website that provide families with ongoing information regarding their adolescents’ assignments and progress towards mastery of learning objectives.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amudson	District 01	Borough Manhattan	School Number 509
School Name Marta Valle High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mimi Fortunato	Assistant Principal Afifa Khanam
Coach Robin Paletti- Lead Literacy	Coach Irina Sukher- Lead Math
ESL Teacher Shannon Reilly- ESL Teacher	Guidance Counselor Mayra Perez
Teacher/Subject Area Anthony Santagato- S. S	Parent Linda Surles- P.A.President
Teacher/Subject Area Xiaoxin Jin - Math	Parent Coordinator N/A
Related Service Provider Jill Feldman- Speech	Other Dexter Hannibal
Network Leader Jayne Godlewski	Other Orna Silverstein- IEP Teacher

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	388	Total Number of ELLs	48	ELLs as share of total student population (%)	12.37%
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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

Paste response to questions 1-6 here

Question #1: The following steps are in place for the initial identification of those students who may possible 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 person responsible for conducting the intitial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Our Assistant Principal Afifa Khanam is a certified Special Education Teacher, and has a SBL, SDL certification and over fourteen 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 evaulate ELLs using the NYSESLAT include: Professional Development for Teachers in NYSESLAT administration and in preparing students for the examination; a Testing Coordinator supports Assistant Principal in charge 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 Assistant Principal 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-gorup tutoring, a blended online instruction model (iLearn), 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 oppotunity 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: We advise parents about the three different programs available for ESL students which include Transitional Bilingual , Dual Language and Free Standing ESL program. We provide translation services to the parents while they get information about the available ESL programs. After parents select our Free standing ESL program, then 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: After reviewing the program choices of Free Standing ESL program, Transitional Bilingual Education and Dual Language, to date 100% of parents of Marta Valle students have selected our Freestanding ESL program as their program of choice and allowed their children to remain at our school. .

Q #6. As a small school, we can only offer an ESL program due to the limited room availability and staffing. Additionally, we don't have a large number of students in any specific language that would require a bilingual program. When we present our information, we show video, answer any parent's question in their native language and explain how each program works.

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	15
SIFE	13	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	6

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16	13	3	6	0	6	7	0	7	29
Total	16	13	3	6	0	6	7	0	7	29

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	
	EL	EP	EL	EP																
Spanish																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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										17	5	2	9	33
Chinese										0	6	4	1	11
Russian										0	0	0	0	0
Bengali										2	0	2	0	4
Urdu										0	0	0	0	0
Arabic										0				0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	19	11	8	10	48								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

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 assessment and the NYSESLAT) in grades 9-10 receive English as a Second Language in a ninety-minute double period daily. Ramp Up instruction 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 as indicated by students' proficiency level measured by the NYSESLAT.

Question # 2.

MVHS only offers a Freestanding ESL Program. 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 result and LAB-R results. Our Freestanding ESL Program Offers student that are designed to meet differentiated students' mandated ESL instruction as per CR Part 154 regulations. Marta Valle is in compliance with ESL requirements as indicated by students' proficiency level assessed through NYSESLAT. Our Beginners are receiving three units of ESL instruction, Intermediate students are receiving two units and advanced students are receiving one unit of ESL instruction.

A. Programming and Scheduling Information

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.

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

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

In order to ensure academic rigor and excellence in our program model, Marta Valle has developed a targeted focus on alignment to content area instruction. Teachers are provided with professional development in the developing content area lessons that are aligned with NYS ESL Standards and provide differentiation for individual student learning needs. Instructional programming provides teachers of ELL students' with scheduled opportunities to work collaboratively to evaluate student work and assessment data, determine the language development needs of their students in weekly Grade Level Professional learning Teams and monthly Department Professional Learning Teams. Modeling of academic language use and consistently application of spiraling language provides student with support in complex text and English language understanding.

Question # 4. We ensure that ELLs are appropriately evaluated in their native languages by supporting them with proper translation and administering Regents in their native languages. In addition, teachers utilize group work in which higher achieving students and available paraprofessionals assist those in need when they speak the same native language. Marta Valle differentiates instruction for ELL subgroups through ongoing data analysis, collaborative curriculum and lesson planning, and flexible grouping.

Q#5. Class work is differentiated based on student skill levels and review of ARIS and HSST data by the ESL teacher. The ESL teacher uses Bloom's Taxonomy to guide them in preparing higher order thinking questions and strategies. the following is the description of how we differentiate instruction to serve our ELL subgroups:

- Our instructional plan for SIFE students include providing a reach opprtunity of vacabulary studies where the ESL teacher identifies the root word, the prefixe, the suffixe, teaches Tier II and Tier III words with close attention. The ESL teacher identifies the cognates for Spanish words, also translates words in other native languages. We also use a lot of visuals as a teaching strategy for our SIFE students.SiFE students are also assessed in their native languages and are provided with books on their reading level in native languages.
- Newcomer students receive the appropriate number of minutes of instruction daily. We also offer those students after-school and Saturday school tutorial assistance. We are also developing a push- in model to provide additional support in arts program during the school day.
- The ESL students who are receiving services for 4-6 years are provided with instructional help by the ESL and ELA staff. Additionally, these students receive additional help in subject class assessment preparation and NYSESLAT preparation.

A. Programming and Scheduling Information

d) Long-term ELL students are provided with support in subject class content and as well as intensive ELA tutoring. Students are offered tutoring by subject teachers in all content areas in the after school and Saturday School time slot.

Q#6. Special needs students receive assistance through the intervention of the ESL teachers as well as the Special Education staff. The

Native Language Usage and Supports

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

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

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Q#8. Targeted intervention programs for ELL students in ELA, math, and other content areas included the following:

-Tutoring before, during, and afterschool through AIS, Lunch clubs, SES, 21st Century funding, 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.

Q#9. Marta Valle's 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.

Q#10. The Marta Valle educational team has developed additional opportunities for students that include Advisory leadership capacity-building programs such as our Peer Leadership Program, Student Ambassador Program, College For Every Student (CFES), Innovation

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Q#8. Targeted intervention programs for ELL students in ELA, math, and other content areas included the following:

-Tutoring before, during, and afterschool through AIS, Lunch clubs, SES, 21st Century funding, 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.

Q#9. Marta Valle's 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.

Q#10. The Marta Valle educational team has developed additional opportunities for students that include Advisory leadership capacity-building programs such as our Peer Leadership Program, 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.

Q#11. No programs or services will be discontinued at this time.

Q#12.. ELLs are afforded equal access to all school programs through our programming and guidance offices. Marta Valle has developed extensive before and afterschool programs that are offered to all Marta Valle 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 Langauage acquisition.

Q#13. Instructional materials that are used to support our ELLs include Ramp-UP, two media labs, i-zone instructional programs, Educate online SES. Ongoing support provided through Aussie consultant deepen teacher capacity and skill in designing student focused curriculum aligned with research-based best practices.

Q#14. Native language support is delivered in our Freestanding ESL model 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 Marta Valle's extensive academic programs and enrichment opportunities.

Q#15. All required services, support and resources provided to ELLs are age and grade-level appropriate. We offer after school programs and Saturday programs to our ELLS. They also have the equal opportunities like all other students to all of our resources and enjoy the benefit of our Library media Center, computer Labs, extra curricular activities which include video production, music studio, fine arts, culinary arts.our ESL students with disabilities receive Speech, physical therapy, occupational therapy, counseling. services as indicated in individual student's IEP.

Q# 16. We offer Summer Bridge Program to our newly enrolled ELLs. We also offer tutoring services during lunch and after school time slots.

Q# 17. We offer Spanish, Mandarin and Bengali.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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

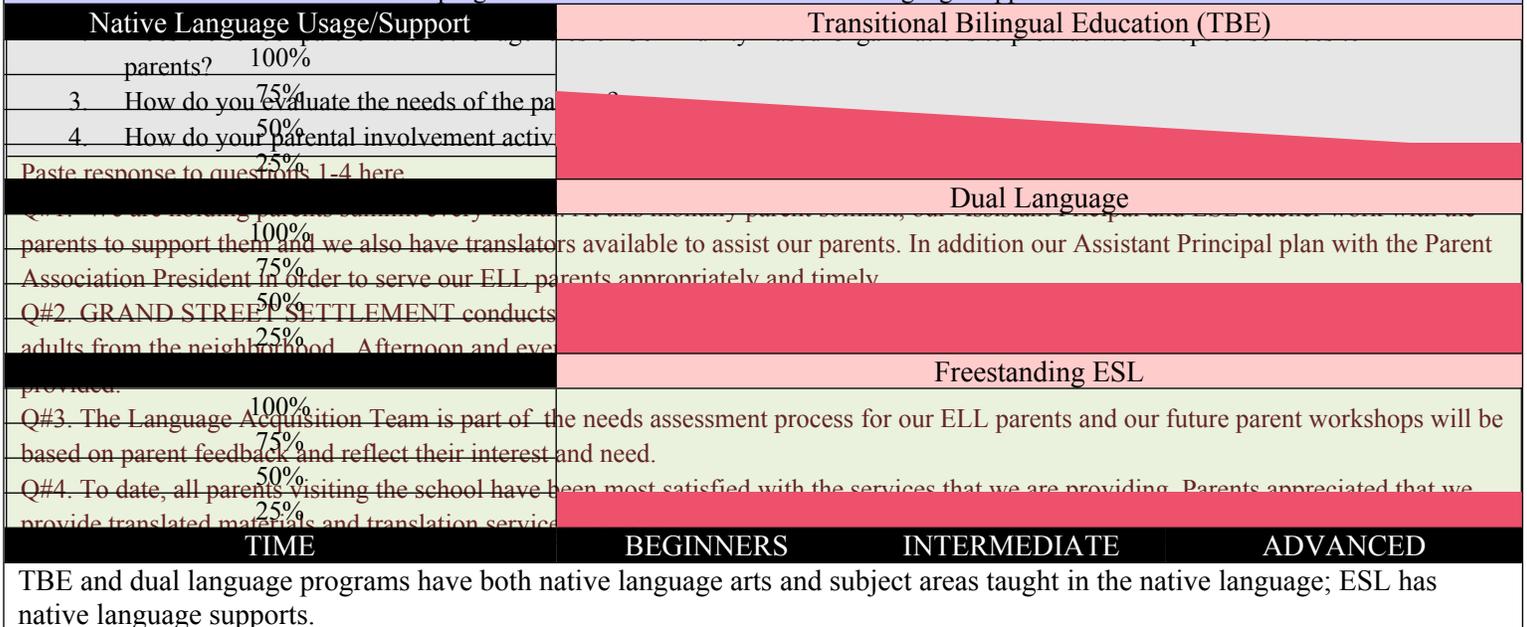
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1. How much time (%) is the target language used for EPs and ELLs in each grade?			
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?			
3. How is language separated for 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)?			
N/A			

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

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.			
Paste response to questions 1-3 here Q#1. Marta Valle 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 shcedule collaborative time weekly. Our Assistant Principal of ESL work collaboratively with content area teachers, guidance counselors, paraprofessionals, special education 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. Q#2. In addition to school facilitated PD, Network 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. Q#3. In addition to everything described above, we send the ESL team to attend various conferences on literacy and second language acquisition. We also have PD 360 which is an online professional development resource to support our teachers. All records are kept in Assistant Principal's Office.			

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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a) ELL students were afforded the opportunity to take state assessments in native languages when available. The data reflects that those students taking exams in a native language were not passing at a higher rate than would be expected due to the use of native language.

Many of our ELL students choose to take assessments in English, and in most cases they did not pass these assessments. The question is

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

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)?
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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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Q#2. In addition to school facilitated PD, Network 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.

Q#3. In addition to everything described above, we send the ESL team to attend various conferences on literacy and second language acquisition. We also have PD 360 which is an online professional development resource to support our teachers. All records are kept in Assistant Principal's Office.

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

Q#1. We are holding parents summit every month. At this monthly parent sommit, our Assistant Pricipal and ESL teacher work with the parents to support them and we also have translators available to assist our parents. In addition our Assistant Principal plan with the Parent Association President in order to serve our ELL parents appropriately and timely.

Q#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, dance and drama classes are offered. Homework support is also provided.

Q#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

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Q#4. To date, all parents visiting the school have been most satisfied with the services that we are providing. Parents appreciated that we provide translated materials and translation services as needed.

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)										4	5	4	3	16
Intermediate(I)										9	2	4	4	19
Advanced (A)										6	4	0	3	13
Total	0	0	0	0	0	0	0	0	0	19	11	8	10	48

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

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	
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18	0	7	0
Integrated Algebra	0	14	0	8
Geometry	6	0	1	0
Algebra 2/Trigonometry	2	0	1	0
Math	0	0	-0	0
Biology	0	0	0	0
Chemistry	1	0	1	0
Earth Science	0	2	0	2

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	0	17	0	2
Physics	0	0	0	0
Global History and Geography	0	7	0	2
US History and Government	0	7	0	2
Foreign Language	4	0	4	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Marta Valle 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 Assistant Principal will work 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 will provide staff development to ELL teachers or to mainstream teachers with ELLs. We will be reaching out to the ELL Content Specialist as well as our SPED Content Specialist to conduct a series of sequential workshops.

In addition, we will be taking the ESL team to attend various conferences on literacy and second language acquisition. We also have PD 360 which is an online professional development resource to support our teachers.

Question #w 2. at this time, the following are our data patterns for ELL proficiency:

Beginners: Grade9-4, Grade10-5, Grade11-4, Grade12-3

Intermediate: Grade9- 9, Grade 10-2, Grade11-4, Grade12-4,

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M509 **School Name:** Marta Valle High School

Cluster: 2 **Network:** 206

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.

In order to ensure that all parents are provided with appropriate and timely information in a language they understand, the Marta Valle High School Administrative and Instructional Teams have implemented the following strategies:

- a. A student home language survey is conducted at the beginning of the school year at Family Conferences and Family Workshops.
- b. Advisors call the homes of each student advisee about student progress and important information and verbal and written translation is provided to reach all parents and families.
- c. Data from contact cards and school lunch forms is noted and translation services are provided as needed.
- d. Signs are posted in multiple languages and posted on the school's website, www.martavalle.org.
- e. School professionals teach parents various online translation tools (translate.google.com) and provide one to one training on how to access ARIS Parent Link by appointment, in the Parent Resource Center and during Parent Teacher Conferences.

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.

Marta Valle High School Written Translation and Oral Interpretation Needs (Spoken Language of ELL Parents/Total #): Spanish/33, Bengali/4 and Chinese/11.

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. We also share the availability of services through phone calls in their native languages.

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. The Marta Valle Learning Team has been able to fully meet the needs of parent translation services to date.

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 Family Conferences with the child's advisor, and on each school committee including the School Leadership Team, Curriculum, and Literacy Teams. The Marta Valle Learning Team ensures that translators are available at all family events. 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.

Additionally, we always note the preferred language of a parent prior to contacting the home regarding any school concerns and insure that we have an interpreter standing by to assist. Our Parent Coordinator, as well as secretaries maintain a listing of all parent's preferred languages in our records and on our emergency contact cards.

When necessary, we will contact the interpretation unit and ask that they conference a call to a parent using the preferred parental language. We have also found that some parents ask a friend or family member to assist in interpretation. We gladly support all parents in their unique needs and have found that we have been able to fulfill those requirements.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Marta Valle High School	DBN: 01M509
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Sumita Kaufhold
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ✱Other: Reduced Class Size
Total # of ELLs to be served: 47 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Marta Valle High School is located in the Lower East Side with a population of 364 students from grades 9-12 of which 47 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. The subgroups of ESL students are Beginners, Intermediate, Advanced and SIFE. Marta Valle High School has developed teacher pedagogy from a coherent set of beliefs about how ESL students learn best, and ensure that it is aligned to the Common Core Learning Standards, engaging, and differentiated to enable all students to produce meaningful work products (Tomlinson, McTighe, Wiggins, Marzano, Blackburn, Resnick).

All ESL students in grades 9-12 are placed in a reduced class size freestanding ESL class according to their ability level, and receive the requisite instruction according to the NYS guidelines. The language of instruction is English. We have one certified ESL teacher who serves our ESL population in a reduced size self-contained class setting. In addition, our content teachers have been trained to utilize ESL methodology to advance the literacy skills of our students. The ESL strategies are implemented by subject class teachers within the core academic areas and during supplemental tutoring sessions as described below.

Limited English Proficient (LEP) learners are grouped according to proficiency level with no more than two contiguous grade levels in each instructional group. Based on teacher recommendations and Diagnostic Assessment predictive and interim assessments, LEP instructional groups are: (1) One Beginners/SIFE class (2) One Intermediate/low Advance class (3) One Advance Class (4) One Long-term ELLs/Regents Preparation class.

MVHS Title III supplemental instruction services are designed by the MVHS professional learning team based on diagnosis of student need. The menu of supplemental services provided complement our core ESL services required under CR Part 154. Direct supplemental services are offered as part of our 21st Century After School/Title III Extended Day Program after school Mondays through Fridays from 3:00-6:00 PM and on Saturdays from 9:30 AM-12:30 PM during November through January and April through June prior to Regents Exam Administration as well as Monday through Friday during Café Club (Lunch time) in one to one or small group tutoring sessions.

MVHS Title III supplemental instruction services activities follow a comprehensive approach to Balanced Literacy consisting of: Vocabulary/Word Study, Independent Reading, Shared Reading, Guided Reading, Read Alouds, Shared Writing, Guided Writing, Independent Writing, and Teacher/Student Conferences. Materials used include Achieve 3000 software (provided through MVHS iLearn NYC and iZone participation), hi interest, low-level informational text and narrative text, visually rich reading material,

Part B: Direct Instruction Supplemental Program Information

graphic organizers, task-specific rubrics, and a reading intervention services curricula with an emphasis on language acquisition developed through an items skills analysis of previous Regents Exams developed by MVHS staff.

All MVHS ELL students have access to the NYS Curricula in all content areas as well as scaffolded support through differentiated instruction in small group direct ESL instruction provided by a certified ESL teacher. Materials are provided to scaffold their learning in English and subsequent English language development. Leveled libraries are maintained in all classrooms. Teachers receive ongoing professional development in English language acquisition and differentiating instruction as well as grouping and re-grouping students to ensure a systematic teaching approach. The MVHS Lead Literacy Teacher and Assistant Principal for SPED/ESL facilitate an on-going weekly series of professional development focusing on the work of Dr. Lily Wong Fillmore through the Integrated Curriculum and Instruction and good teaching practices in making content comprehensible for English Language Learners.

We have purchased instructional materials as part of the alternate text set to support scaffolding instruction to the different proficiency level/s of the students e.g., ACHIEVE 3000 and other technology (using a different funding source). In addition, we have purchased ESL instructional materials for the supplemental content area/instructional unit as well as Non-fiction books from various sources.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Paste response to questions 1-3 here

MVHS teachers work in partnership with the Instructional Leadership Team to address the best ESL methodology across the content areas. MVHS teachers utilize effective differentiated instructional practices that support the individual learning needs of their students. These include, but are not limited to, purposeful grouping of students based on learning modalities and progress towards mastery, designing scaffold summative assessments.

Beginning in September, 2011, Instructional Rounds have taken place every day, with targeted teachers visited based on the formative feedback from previous rounds. Following Instructional Rounds and Informal Visits, teachers are provided with formative feedback around a targeted component of the research-based identified framework. Formative feedback is provided to Teachers through the use of a collaboratively developed Informal Visit Feedback Form provided to individual teachers in conversation and in written form within 24 hours.

Through a partnership with the AUSSIE Professional Development Program, a consultant will facilitate Math Grade Level and Content Area PLT Meetings and build teacher capacity in curriculum mapping,

Part C: Professional Development

sharing and analyzing student work products, in addition to student outcomes on Regents and Periodic Assessments as well as Teacher made assessments and the need to deepen student mastery of understanding complex texts (Common Core).

Lead Teachers in Mathematics and Literacy will provide support to teachers through modeling, mentoring, and coaching teachers in the use of strategies that emphasize teaching reading of informational text (CCLS), integrating research skills across content and grade levels, sharing and analysis of student work products, and the use of classroom talk to support the Common Core State Standards Practices.

ESL/Humanities and Math/Science Professional Learning Teams meet weekly during scheduled collaborative time as part of a Professional development Plan that is of sufficient intensity and duration have a positive and lasting impact on teacher performance in the classroom and on student achievement. Teachers utilize multiple data sources (formative and summative) to assess the learning needs of students within targeted subgroups, and develop lessons aligned to content standards while differentiating the content, process, and product. Teachers meet regularly in subject group Professional Learning Teams to share the strategies and resources they have developed. Additionally, each subject area compiles instructional resources in an online forum linked to the MVHS website. Our Assistant Principal of ESL and Lead Literacy teacher work collaboratively with content area teachers, guidance counselors, paraprofessionals and special education 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. These ongoing professional development workshops in ESL/Literacy strategies are facilitated on a weekly basis on Wednesdays during periods one and nine for a total of 180 minutes per month.

In addition to school facilitated Professional Development, Network Consultants provide staff development to our ESL teacher and to all members of our instructional team. Network Support team members, including the ELL Content Specialist and the SPED Content Specialist, have conducted a series of sequential workshops (RTI, UDL, etc.).

In addition, we provide extensive opportunities to the ESL teacher and members of the instructional team to attend conferences on literacy and second language acquisition. All members of the MVHS professional learning community have access to PD 360 (www.pd360.com), an on-demand on-line professional development platform to support our teachers. Consultants from PD-360 facilitated workshops for all instructional team members (including the ESL Teacher) on September 7, January 30, and are scheduled to facilitate an additional workshop on June 7, 2012.

All members of the MVHS professional learning community develop Individual Professional Growth Plans and incorporate the expected skill in ESL methodology and strategies in their IPGPs.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: A Principal Dinner/Student Success Parent Summit/Parent Association Meeting is held on the third Wednesday of every month from 5-8 PM. The Principal Dinner and Student Success Summit takes place from 5-6 PM and the Parent Meeting takes place from 6-8 PM. Parents of all students are invited to participate. As all students are grouped in small Advisories of ten students, each Advisor is responsible for reaching out to every Advisee's family to inform them of each month's activity. On-Site Community Based Organizations, mental health support organizations, local health care providers, and SES Providers are invited to present to families in a monthly Parent Resource Fair that takes place immediately preceding the Student Success Summit from 4:30-6:00 PM. At this monthly Student Success Summit, our Assistant Principal, Lead Literacy Teacher and Community Coordinator and consultants facilitate monthly workshops for parents to support them in becoming a partner with us in their adolescent's education. Workshops topics include: College Planning, Financial Aid Application Review, Aris Link, MVHS Website Resources and Supports, and presentations by students who have been trained as Peer Mentors through the Peer Group Connection Program. At these Summits, MVHS provides translation if needed.

The Principal publishes a Monthly Newsletter and MVHS provides families with monthly mailings that include calendars, NYC and MVHS Expectations, available resources and programs of support.

Our Community Based Organization Grand Street Settlement coordinates a Beacon Program at MVHS which is open to our students' parents. Afternoon and evening GED, ESL are offered Tuesday, Wednesday and Thursday from 5:30-9:00 PM. Instructors are Grand Street Settlement staff members.

Parents are notified of these support resources and workshops/activities by mail, backpacked parent notices, our rich school website, and through our phone and email outreach.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	N/A	Portion of ESL teacher's salary, self-contained, Small Group Teacher per session to be expended for Professional Development

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">Per diem		activities
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.	N/A	
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	N/A	Texts and materials to be used in ESL classroom
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
TOTAL	N/A	