



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MARTA VALLE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M509

PRINCIPAL: MIMI FORTUNATO **EMAIL:** MFORTUN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

09-19-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 or Designee	
Robert Dieckmann	*UFT Chapter Leader or Designee	
Tom Weimer	*PA/PTA President or Designated Co-President	
Dexter Hannibal	DC 37 Representative, if applicable	
Feng Chen Saif Ahmed	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Thahn Bui	CBO Representative, if applicable	
Tracy Karas	Member/Teacher	
Jacqueline Ross	Member/Teacher	
Philippe Pierre	Member/Teacher	
Pauline Bernire	Member/Parent	
Mary McGee	Member/Parent	
JoAnn Weimer	Member/Parent SLT Chair	
Aishah Abdullah-Yishrael	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 - 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 - 2. School Leader Practices and Decisions
 - 3. Curriculum Development and Support
 - 4. Teacher Practices and Decision
 - 5. Student Social and Emotional Developmental Health
 - 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
 - Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
 - Goal development should be based on an assessment of your school’s needs.
 - The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.

- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal.

Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation:

“School leaders should help teachers achieve their goals by engaging in a collaborative observation process where teachers are encouraged to reflect on their work to see if they are attaining their goals.” (2011 NYS School Quality Review Report, Page 3)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS:

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1:

School instructional leaders will engage in short frequent cycles of informal classroom visits, providing actionable formative feedback to teachers based upon Danielson *Framework for Teaching* aligned to targeted next steps and opportunities for professional development.

Measurable Objectives:

By June 2013:

- **100% of teachers will be informally visited a minimum of 10 times throughout the year;**
- **100% of teachers will receive meaningful, timely formative feedback with next steps following each visit;**
- **100% of teachers will be provided with opportunities for targeted and differentiated professional development.**
- **100% of teachers will be engaged in reciprocal communication with school instructional leaders around the development of individual goals and opportunities for professional development.**

Instructional Strategies/Activities:

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. **strategies/activities** that encompass the needs of identified student subgroups,
- b. **key personnel and other resources** used to implement these strategies/activities,
- c. identify **targets to evaluate the progress**, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d. **timeline for implementation.**

- **In September, a research-based framework (such as Danielson’s) will be introduced to the PLC at the Opening PLC Meeting;**
- **In September, a structure and system will be collaboratively developed to provide for weekly Instructional Rounds of Informal Classroom Visits for all instructional staff;**
- **In September, all Marta Valle Teachers will receive a copy of the CITYWIDE INSTRUCTIONAL EXPECTATIONS FOR 2012-2013, a copy of the Instructional Rounds/Informal Classroom Visits Weekly Schedule, the Informal Classroom Visit Feedback Form, the Learning Environment Expectations, the Learning Environment Feedback Form, the Protocol for Formal Pre-Observation Conferences, the Protocol for Formal Observations and Post-Observation Conferences;**
- **In September, all teachers will be provided with a follow-up Professional Development Workshop in the use of the PD-360 Resource;**
- **From September on, Instructional Rounds/Informal Classroom Visits will take place every day according to a content specific schedule:**
 - **Monday - ELA/SS**
 - **Tuesday - SPED, ESL, Language**
 - **Wednesday - Math, Science**
 - **Friday - Performance Disciplines**
- **Following Instructional Rounds/Informal Classroom Visits, teachers will be provided with formative feedback around a targeted component of the research-based identified framework;**
- **Formative feedback will be provided to Teachers, both in conversation and in written form within 24 hours, through the use of a collaboratively developed Informal Classroom Visit Feedback Form provided to individual teachers;**
- **Principal and Assistant Principal will conduct frequent Formal Observations with a minimum of two per term for tenured teachers and three per term for non-tenured teachers, using a collaboratively developed Pre-Observation, Observation, and Post-Observation Protocol and process;**
- **Full PLC and individual Teacher Professional Development opportunities will be aligned to outcomes of trends and identified individual needs;**
- **Principal, Assistant Principals, Lead Literacy Teacher, Network Instructional Specialist, and AUSSIE Consultant will participate in the Instructional Rounds/Informal Classroom Visit process, will de-brief as an Instructional Cabinet, and will collaboratively plan Professional Development designed to support teacher needs based on trends identified and common problems of practice;**
- **Grade Level and Department PLTs will meet weekly - these meetings will be facilitated by the Literacy Lead Teacher,**

Data Specialist, and the AUSSIE Consultant who will develop Professional Development opportunities around building instructional coherence and teacher facility in maximizing the professional use of the research-based teacher effectiveness framework;

- **Analysis of observations, patterns and trends, revisions to living Individual Professional Growth Plans will be ongoing throughout the year according to the following schedule:**
 - **September - Development of Individual Professional Growth Plan for new teachers**
 - **September - Revision of IPGP for Marta Valle returning Teachers**
 - **January - End of Term I Reflection, Revision of IPGP**
 - **June - End of Year Reflection, Revision of IPGP**

Objective evidence we will use throughout the year to evaluate progress towards meeting our goal:

- **Logs of Weekly Instructional Rounds/Informal Classroom Visits;**
- **Informal Classroom Visit Feedback Forms;**
- **Learning Environment Feedback Forms;**
- **Individual Professional Growth Plans;**
- **Agendas, Minutes of monthly PLC Meetings and monthly Department PLT Meetings, Weekly Grade Level PLT Meetings;**
- **Agendas, Minutes of Instructional Cabinet Meetings;**
- **Formal Observation Reports;**
- **Demonstrated improved teacher practice;**
- **Increased student performance.**

Budget and Resource Alignment:

- Indicate your school’s Title I status: **X School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

- **Title 1 Priority/Focus SWP**
 - Aussie consultant 8 days, @ \$1,175.00 per day = \$9,400.00
- **Rollover Title 1 Correct 91**
- **Title 1 SWP**
- **TL Computer Maintenance**
- **TL Fair Student Funding HS**
- **TL Lead Teacher**
- **TL NYSTL Hardware**
- **TL NYSTL Library Books HS**
- **TL NYSTL Software**

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal.

Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation:

“The school should use data from both formative and summative assessments to plan standards-based lessons to target the improvement of student learning and the scaffolding of skills.” (2011 NYS School Quality Review Report, Page 2)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT:

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.5 Use of data and action planning

Annual Goal #2:

To deepen the practice of sharing and analyzing student work and strengthen the educational team’s effectiveness in analyzing data from both formative and summative assessments and utilizing that assessment data to plan Common Core Learning Standards-based lessons. [NYC Instructional Expectation 1b, 2b]

Measurable Objectives:

By June 2013:

- **95% of the teachers will develop Individual Professional Growth Plans that include an Action Plan of professional development activities to support their practice of sharing and analyzing student work products ;**
- **95% of teachers will be engaged in Professional Learning Community and Professional Learning Team Meetings where student work products are shared, analyzed, made public, and celebrated in a manner consistent with principles of Universal Design for Learning;**
- **95% of student work displays outside of classrooms will include a rubric and meaningful feedback to students outlining next steps;**
- **100% of Core Content teachers (ELA, SS, Math, Science) will be involved in the revision of curriculum maps and the development of Common Core Learning Standards-based curricula, unit plans, lessons and performance task;**
- **With the exception of students with profound cognitive disabilities (involved in Marta Valle’s Alternative Assessment Program), 100% of students will experience eight Common Core aligned units of study: two in Math, two in ELA, two in Science, and two in Social Studies.**

Instructional Strategies/Activities:

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. **strategies/activities** that encompass the needs of identified student subgroups,
 - b. **key personnel and other resources** used to implement these strategies/activities,
 - c. identify **targets to evaluate the progress**, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d. **timeline for implementation.**
-
- **The Marta Valle 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;**
 - **Through a partnership with the AUSSIE Professional Development Program, a consultant will facilitate Math and Science Grade Level and Content Area PLT Meetings, building teacher capacity in Universal Design for Learning, curriculum mapping, sharing and analyzing student work products and student outcomes on assessments (including Regents, Periodic Assessments, and teacher made assessments) and the need to deepen student mastery of understanding complex tasks (Common Core);**
 - **Through a partnership with boardworks (BK Interactive LLC), teachers will have access to extensive interactive resources in Algebra, English, Us History, Global Studies, and Spanish aligned to NYS Learning Standards and Common Core Learning Standards (where applicable) and the Professional Development needed to maximize those resources;**
 - **Our Lead Literacy Teacher 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;**
 - **Teachers will participate in Instructional Rounds (City, Elmore, Fiarman), engaging in shared reflection regarding the alignment of standards, rigor (Blackburn), differentiation (Tomlinson), CCLS, and the Danielson Framework;**
 - **The Marta Valle 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;**
 - **The Principal and both Assistant Principals will facilitate ongoing Professional Development Workshops for staff on**

Wednesdays during Period 1 and 9, using laptop computers to maximize the latest in technological advancements in developing consistent Professional Development materials and share these with the Professional Learning Community;

- **Teachers will participate in a six-week series of Common Core Curriculum Workshop sessions facilitated by the Marta Valle Lead Literacy Teacher, aimed at developing core-aligned curricula, units, performance tasks and lesson plans across content areas;**
- **Teachers will gather and analyze information on student work products to identify trends, strengths, and areas of need at the classroom level in supporting student understanding of complex informational text;**
- **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 Standards, and sharing understandings of how student work reflects classroom progress;**
- **Celebrations of student work displayed in and out of classrooms will include rubrics that demonstrate meaningful feedback to students as well as providing guidance for next steps.**

Objective evidence we will use throughout the year to evaluate our progress towards meeting our goal:

- **Teacher participation in PLT Meetings that focus on school-wide and IPGP plans to strengthen sharing and analyzing student work products;**
- **Documentation memorializing meaningful teacher communication and collaboration around sharing and analyzing student work products that include agendas and minutes of meetings posted on the Marta Valle wiki;**
- **Teacher participation in CCLS Workshops and PD-360 opportunities;**
- **Bulletin boards that display celebrations of student work that include meaningful feedback and rubrics**
- **Student Advisory Pre and Post Surveys scores that reflect an increase in areas such as student engagement, student understanding of next steps to improve their work with a goal of meeting content learning standards;**
- **Celebrations of student work that include assessment rubrics and meaningful feedback to students outlining next steps;**

Budget and Resource Alignment:

- **Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I**
- **Select the fund source(s) that your school is using to support the instructional goal.**

Tax	Title	Title	Title	Set	Grant	Other-describe
<input type="checkbox"/> Levy	<input type="checkbox"/> IA	<input type="checkbox"/> IIA	<input type="checkbox"/> III	<input type="checkbox"/> Aside	<input type="checkbox"/> s	<input type="checkbox"/> here: _____

- **Title 1 Priority/Focus SWP**

Aussie consultant 8 days, @ \$1,175.00 per day	= \$ 9,400.00
Teacher Per Session, Common Core Curriculum Workshop	
10 teachers x 10 sessions x 2 hrs x \$50.06	= \$10,012.00
Boardworks software Core Content Areas, Spanish	= \$ 6,000.00
General Supplies – Easels, Bulletin Boards, Poster Paper, Laminating Plastic	= \$ 4,487.00

- **ARRA RTTT City wide Inst Exp**
- **ARRA RTTT Data Specialist**
- **Rollover Title 1 Correct 91**
- **Title 1 SWP**
- **TL Computer Maintenance**
- **TL Fair Student Funding HS**
- **TL Lead Teacher**
- **TL NYSTL Library Books HS**
- **TL NYSTL Software**

Service and Program Coordination:

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **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**

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Use this template to identify an annual goal.

Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation:

“The school should provide teachers with professional development in differentiated instructional strategies so that they can address the specific learning needs of individual students and subgroups. (NYS School Quality Review Report Page 3)

Tenet #4 TEACHER PRACTICES AND DECISIONS:

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and Strategies

Annual Goal #3:

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

Measurable Objective:

By June 2013:

- **100% of teachers will be engaged in Professional Learning Community and Professional Learning Team Meetings where Universal Design for Learning (UDL) and Response to Intervention (RTI) strategies are developed and refined to meet identified student need;**
- **In 100% of Informal Classroom Visits, the Observation Lens will focus on differentiated instructional practices;**
- **100% of all teachers will create short and long term goals with learning trajectories for groups of students based on identified and timely needs that lead to students taking ownership of their own learning;**
- **100% of all 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 of authentic tasks aligned with NY State Standards, National Technology Standards (NETS) and Common Core Learning Standards (CCLS).**

Instructional Strategies/Activities:

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. **strategies/activities** that encompass the needs of identified student subgroups,
- b. **key personnel and other resources** used to implement these strategies/activities,
- c. identify **targets to evaluate the progress**, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d. **timeline for implementation**

- **Marta Valle will continue to 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 in increased performance in Math;**
- **All Content Area Department Professional Learning Teams will continue to revise living 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.**
- **Marta Valle teacher PLT’s will be involved in the development of Curriculum Maps that incorporate differentiated instructional strategies to support the needs of all learners.**
- **Marta Valle teachers will self-assess their practice and create Individual Professional Growth Plans that target differentiation in the areas of:**
 - **Classroom Environment**
 - **Instruction**
- **Marta Valle 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, and designing scaffold summative assessments which provide multiple opportunities to demonstrate mastery;**
- **Advisors will collaborate weekly with students in the development and revision of a SMART “Recipe For Success” (Academic Contract) that includes SMART goals and an Action Plan that supports the attainment of these goals;**
- **Marta Valle 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 Marta Valle website;**
- **The Marta Valle 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 continue the development of revised Grading Policies aligned with learning outcomes rather than percentages in sub-categories (ie-homework, attendance, tests, etc.);**
- **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 20 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;**
- **Our Lead Literacy Teacher 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.**
- **As an i-Learn NYC Lab Site, Marta Valle will apply digital resources towards the creation of multiple pathways to**

success for students across content areas, including:

- **Development of virtual learning environments (Desire 2 Learn, Google Docs, etc.) to enhance student access to instruction, showcase curriculum maps and unit plans, provide links to valuable web resources, and archive student work;**
- **Opportunities for the creation of multimedia content (videos, podcasts, blogs, etc.) to deepen student comprehension of content, and collaborate with peers towards higher levels of academic achievement;**
- **Technology Support PLT will ensure that the Marta Valle 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;**
- **Cross curricular use of technology will be explored to enhance college readiness;**

Objective evidence we will use throughout the year to evaluate our progress towards meeting our goal:

- **Teacher participation in weekly Grade Level PLT and weekly Department PLT Meetings that focus on school-wide and IPGP plans to strengthen differentiated instructional practice;**
- **Documentation memorializing meaningful special education and general education teacher communication and collaboration that include agendas and minutes of meetings posted on the Marta Valle wiki;**
- **Evidence of differentiated instructional practice in classes as noted in Informal Classroom Visits and Formal Teacher Observations;**
- **Strengthened differentiated instructional practice as a result of Instructional Rounds;**
- **Participation of general education Teachers in PPC, EPC, IEP Meetings;**
- **An improvement in the Learning Environment Survey score (from an F to a C);**
- **Student Advisory Pre and Post Surveys scores in areas such as student support services, student engagement, student understanding of their learning style and learning needs.**

Budget and Resource Alignment:

Indicate your school’s Title I status: **X School-Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Title 1 Priority/Focus SWP

- Teacher Per session 26 teachers x 2 hrs x \$50.06 = \$10,412.48
- Supervisor per session 12 sessions x 2 hrs x \$52.38 = \$ 1,257.36
- Textbooks- leveled text ELA and ELL = \$ 3,500.00
- Equipment (science) – Digital Oscilloscope, Power Supply, Digital Multimeter, Electrophoresis Apparatus, Hoffman Apparatus = \$ 6,000.00
- Supplies – Instructional Soc St & Math World Maps, Globes = \$ 4, 000.00

- **21st Century Funding**
- **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 Hardware**
- **TL NYSTL Library Books HS**
- **TL NYSTL Software**

Service and Program Coordination:

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **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**

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal.

Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation:

“The school should ensure that the needs of all students are addressed with appropriate grade articulation, credit accumulation and school support services. The school may consider expanding the guidance staff to work on credit accumulation to move students on toward the next grade and graduation and to meet the needs of the 9th and 10th grade students.” (2011 NYS School Quality Review Report Page 4)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH:

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.5 Use of data and student needs

Annual Goal #4:

To more deeply engage teachers, counselors, psychologists, social workers and Community-Based Partners in the development and implementation of programs designed to address students’ academic and social-emotional needs which will result in increased student learning outcomes.

Measurable Objective:

By June 2013:

- **100% of teachers will be engaged in Professional Learning Community and Professional Learning Team Meetings with a focus of appropriate grade articulation, credit accumulation and school support services in a manner consistent with principles of Universal Design for Learning (UDL) and Response to Intervention (RTI);**
- **Through the implementation of a school-wide Advisory Program, 100% of teachers and targeted school staff will be engaged in the implementation of programs designed to meet students’ academic and social-emotional needs;**
- **Evidence of well-structured systems for at-risk support/differentiation and more consistent course grading and course pass policies will include consistency in grading and course pass policies, and lesson/unit plans that include specific, agreed-upon strategies for providing multiple entry points for students;**
- **100% of students will be enrolled in programs designed to provide them with targeted academic and social-emotional support during the school day in Advisory and in our 21st Century extended learning program.**

Instructional Strategies/Activities:

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. **strategies/activities** that encompass the needs of identified student subgroups,
 - b. **key personnel and other resources** used to implement these strategies/activities,
 - c. identify **targets to evaluate the progress**, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d. **timeline for implementation**
-
- **Fall and Spring Saturday Success Academy Regents Prep Program will be developed to meet the needs of targeted students;**
 - **Lead Literacy Teacher will work with a team of teachers to develop a six week per term Saturday Success Academy Regents Prep curriculum map for ELA, Algebra, Geometry, Us History, Global Studies, Living Environment, Earth Science;**
 - **21st Century After School Program will provide opportunities for students to participate in remediation and enrichment opportunities from 3-6 PM Monday through Friday from October through June.**
 - **Peer Leadership Initiative and partnership with Peer Group Connection Princeton Center for Learning will provide seniors with an opportunity to participate in a credit-bearing Peer Leadership course and to act as Peer Mentors to freshman during Thursday Advisory period each week;**
 - **All freshman will have the opportunity to participate in the Peer Leadership Initiative where Peer Mentors facilitate a weekly social-emotional workshop in each freshman Advisory on Thursdays throughout the school year;**
 - **All teachers will serve as formal Advisors to ten students, providing each with targeted academic and socio-emotional support;**
 - **Marta Valle 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;**
 - **Advisors will provide a direct link between the school, the advisee and the home;**
 - **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;**
 - **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;**
 - **The continued 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;

- **The continued 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 Marta Valle expectations for student work;**
- **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;**
- **An Advisory Program has been implemented to provide all students with an Advisor who understands his her needs and progress towards graduation;**
- **Grand Street Settlement College Advisor will supervise the Marta Valle College Office from 9 AM-4 PM daily;**
- **Students will access the College Office and will have opportunities to participate in monthly College Tours;**
- **Guidance Professional Learning Team, consisting of Guidance Counselor, Social Worker and Data Specialist will analyze credit accumulation data and develop strategies to ensure that students more quickly accumulate credits and meet graduation requirements;**
- **Guidance Counselor and Social Worker will meet after school for thirty minutes daily with targeted students to revise individualized Recipes for Success that include participation in our Café Clubs and/or 21st Century extended learning opportunities;**
- **Partnership with Relationship Abuse Prevention Program (RAPP) will provide students with access individual and group counseling provided by a Social Worker Tuesday through Friday.**

Objective evidence we will use throughout the year to evaluate our progress towards meeting our goal:

- **Teacher participation in the development of Saturday Success Academy curricula maps;**
- **Increased student participation in Saturday Success Academy Regents Prep Program;**
- **Improved Learning Environment Survey score for parents, teachers, and students;**
- **Increased student engagement in classes;**
- **Improved student passing rate in classes;**
- **Student Advisory Pre and Post Surveys scores in areas such as student support services, student engagement, student understanding of their learning style and learning needs;**
- **Learning Environment Survey Score;**
- **Improved Progress Report Score;**

- **Increased Graduation rate;**
- **Increased parent attendance at family conferences;**
- **Guidance Counselor, Social Worker and Data Specialist participation in Guidance PLT Meetings;**
- **Student’s skill in articulating their progress towards individual learning goals, and revising their customized “Recipes for Success.”**

Budget and Resource Alignment:

- Indicate your school’s Title I status: **X School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: _____

- **Title 1 Priority/Focus SWP**

- Per Session – Social Worker and Guidance Counselor 75 hrs @ \$53.82 per hr \$4,036.00
- Software credit recovery and Assessment: Aventa and Just Words \$2,000.00

- **21st Century 70**
- **AIDP Attendance Shared**
- **AIDP Every Student Everyday**
- **ARRA RTTT Citywide Inst Exp**
- **ARRA RTTT Data Specialist**
- **Contract for Excellence FY 09 HS**
- **Rollover Title 1 Correct 91**
- **Title 1 SWP**
- **TL Computer Maintenance**
- **TL Fair Student Funding HS**
- **TL Lead Teacher**
- **TL NYSTL Library Books HS**
- **TL NYSTL Software**
- **TL Translation Services**
- **TL RS IEP Para**
- **TL RS IEP Teacher HS**

Service and Program Coordination:

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Marta Valle 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**

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal.

Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation:

“All communications home should be translated in the home language. Additionally access should be provided to English Language Learners so they can enjoy all the opportunities afforded to other students.” (2011 NYS School Quality Review Report Page 4)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT:

Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.3 Reciprocal Communication

Annual Goal #5:

To deepen partnerships with the families of all students by engaging in effective reciprocal communication with families and community stakeholders so that individual students’ strengths and needs are identified and that data is used to augment learning.

Measurable Objectives:

By June 2013:

- **100% of Marta Valle families will receive monthly communication in their home language regarding school and parent events, as well as their adolescents’ academic progress as evidenced by Monthly Newsletters, mailings, and Outreach Logs;**
- **100% of Advisors will engage in frequent reciprocal communication with the parents of their advisees, as evidenced by Advisory Outreach Logs and Family Conference Logs;**
- **100% of Marta Valle families will have the opportunity to participate in ARIS Parent Link training and will be given access to up-to-date attendance, credit accumulation, Regents Examination scores and related student academic data;**
- **Parent participation in monthly PA/SLT meetings, Title I Workshops will increase by 25%, as measured by attendance sheets for all parent events.**

Instructional Strategies/Activities:

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. **strategies/activities** that encompass the needs of identified student subgroups,
 - b. **key personnel and other resources** used to implement these strategies/activities,
 - c. **identify targets** to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d. **timeline for implementation**

- **Marta Valle 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;**
- **Marta Valle has maintained 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;**
- **Monthly mailings provide families with current information regarding individual student need and available support;**
- **The continued 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;**
- **Marta Valle parents are welcome to visit their adolescents' classes, to observe the strategies and supports by which teachers meet students' individualized learning needs;**
- **Marta Valle will share information with families through Bulletin Boards and school displays, mailings, backpack distribution, postings on the Marta Valle website, and in Family Conferences regarding the relevance of analyzing student work and making public what is learned;**
- **Marta Valle provide workshops for families in the Marta Valle academic expectations, and for parents on ways to support their adolescents academically in meeting the Marta Valle expectations;**
- **Marta Valle 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 Marta Valle 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 Marta Valle expectations regarding student work;**
- **The ongoing 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 Marta Valle expectations for student work.**

Objective evidence we will use throughout the year to evaluate our progress towards meeting our goal:

- **Increased parents participation in monthly parent workshops and resource fairs throughout the 2012-2013 school year;**
- **Monthly contact initiated with families of Marta Valle students regarding school events and opportunities by the Marta Valle Community Coordinator;**
- **Advisors’ logs of weekly contact initiated with families concerning student progress;**
- **Increased parent visits to the Marta Valle Parent Resource Center and participation in meetings with teachers and administrators regarding their adolescents’ progress;**
- **Increased parent response to contact from advisors for updates on student progress;**
- **Virtual communication between parents and advisors/teachers via online grading platforms, around student strengths and challenges;**
- **Parent Resource Room;**
- **Marta Valle Website, Bulletin Board and in-school displays sharing opportunities for parent involvement and upcoming academic and enrichment activities.**

Budget and Resource Alignment:

- Indicate your school’s Title I status: **X School-Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax	Title	Title	Title	Set	Other-describe	
X Levy	<input type="checkbox"/> IA	<input type="checkbox"/> IIA	X III	<input type="checkbox"/> Aside	<input type="checkbox"/> Grants	<input type="checkbox"/> here: _____

- **Title 1 Priority/Focus SWP**
 - **Postage** **\$2,268.00**
 - **Supplies General Laminating Plastic, Poster Maker Paper** **\$2,945.00**
 - **Parent Room Supplies General: Bulletin Board, Toner, Posters, Research Based Instructional Books (Parenting, Language Development** **\$2,671.00**

- **21st Century 70**
- **AIDP Attendance Shared**
- **AIDP Every Student Everyday**
- **ARRA RTTT Citywide Inst Exp**
- **ARRA RTTT Data Specialist**
- **Contract for Excellence FY 09 HS**
- **Rollover Title 1 Correct 91**
- **Title 1 SWP**
- **TL Computer Maintenance**
- **TL Fair Student Funding HS**
- **TL Lead Teacher**
- **TL Parent Coordinator HS**
- **TL Translation Services**
- **TL RS IEP Para**
- **TL RS IEP Teacher HS**

Service and Program Coordination:

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)
- **Title I funds were used to create our Parent Resource Center**
- **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**

Marta Valle 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:

- **Lower East Side Girls' Club**

- **Lower East Side Family Union**
- **Grand Street Settlement (fully staffs our College Office)**
- **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**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p>ELA</p> <p>Achieve 3000</p> <p>Cafe Clubs</p> <p>21st Century After School Program</p> <p>Saturday Academy</p> <p>Success Program</p>	<p>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.</p> <p>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.)</p> <p>Just Words intervention programs, which occur daily in the student's schedule.</p> <p>Our Cafe Clubs target at-risk students. Support</p>	<ul style="list-style-type: none"> • Small group • One -to- one • Tutoring 	<ul style="list-style-type: none"> • Before school • During school • After school • Saturdays

	<p>includes re-taking exams, tutoring, homework help, and personalized support.</p> <p>Students 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;</p> <p>Kaplan SAT after-school prep course is available free to students. One in fall for seniors and one in spring for juniors.</p>		
<p>Mathematics</p> <ul style="list-style-type: none"> • 21st Century After School Program • Saturday Academy Success Program • Cafe Club Tutoring Program 	<p>Students receive 7 or 8 periods of instruction per week in math until they are enrolled in Algebra II. This is well above the NYSED contact hour minimum;</p> <p>In Cafe Clubs, teachers provide extra support to students through individual or small group tutoring;</p> <p>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> <p>Our Cafe Club targets at-risk students. Support includes re-taking exams, tutoring, homework help, and personalized support;</p> <p>Students from all grades have the opportunity to receive academic support from teachers who work beyond the school day in our 21st Century</p>	<ul style="list-style-type: none"> • Small group • One -to- one • tutoring 	<ul style="list-style-type: none"> • Before school • During school • After school • Saturdays

	After-School Program.		
Science <ul style="list-style-type: none"> • 21st Century After School Program • Saturday Academy Program • Cafe Club Tutoring Program 	<p>Students receive either 7 or 8 periods of instruction in science. This is well above the NYSED contact hour minimum.</p> <p>Our Cafe Club providers target at-risk students. Support includes re-taking exams, tutoring, homework help and personalized support. Students also receive academic support from teachers who work beyond the school day in our after school program from 4-6 PM.</p> <p>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>	<ul style="list-style-type: none"> • Small group • One -to- one tutoring 	<ul style="list-style-type: none"> • Before school • During school • After school • Saturdays
Social Studies 21st Century After School Program Saturday Academy Success Program Cafe Club Tutoring Program	<p>Cafe Club teachers provide extra support to students through individual or small group tutoring.</p> <p>Our Cafe Club teachers target at-risk students. Support includes re-taking exams, tutoring, homework help, and personalized support. Students also receive academic support from teachers who work beyond the school day in the After School time slot from 4-6 PM;</p> <p>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>	<ul style="list-style-type: none"> • Small group • One -to- one tutoring 	<ul style="list-style-type: none"> • Before school • During school • After school • Saturdays

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Individual and group counseling refer student to outside agencies as needed.</p> <p>Other services include individual and group counseling sessions for students who self-refer, exhibit attendance and/or academic problems. At-risk students are targeted and group-based on needs i.e., hall walkers, grade repeaters, holdovers, etc.</p> <p>Face to face conferences with student/s and parent/s together with the different stakeholders such as teachers and other related services providers.</p> <p>Counselor also addresses mental health needs.</p> <p>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 on as needs basis with parental consent and referral from SPED Intervention PLT weekly meetings.</p> <p>Social Worker provides counseling, evaluations, consults with teachers, visits classrooms to observe students, etc.</p> <p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> • Small group • One -to- one • tutoring 	<ul style="list-style-type: none"> • Before school • During school • After school
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	<p>Relationship Abuse Prevention Program</p> <p>Grand Street Settlement</p> <p>SAPIS</p> <ul style="list-style-type: none"> • Teachers can refer students to these staff members or students can refer themselves. Often, students refer themselves after an advisory to one of the Community • Based Organizations staff members. In addition, the • Social Worker will refer to outside agencies for services not offered at the school. • 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 SPED Intervention PLT meetings. 		
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Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB. Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- **Marta Valle 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;**
- **Marta Valle 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 Interview Team has developed a set of criteria that include expertise in the areas of differentiating instruction, analyzing student work and making public what is learned, and supporting students' academic and socio-emotional needs;**
- **Weekly Informal Classroom Visits and communication with teachers will provide ongoing reciprocal communication with a goal of providing teachers with support and building teacher practice;**
- **Ongoing Pre-Observation Discussions, Formal Observations, and Post-Observation Discussions will support the analysis of identified teacher need and the development of targeted Professional Development Opportunities to ensure improved teacher practice;**
- **Members of our Professional Learning Community meet weekly in Grade Level Professional Learning Teams, monthly as a full Professional Learning Community, and in monthly Department Professional Learning Teams, and all teachers have an additional two Professional Periods each week to use as collaborative meeting time with colleagues;**
- **Weekly Grade Level Professional learning Team Meetings are facilitated by our Lead Literacy Teacher**
- **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 Teacher and our AUSSIE Math/Science and Social Studies consultants, the PD 360 resource tool;**
- **All new teachers are provided with an on-site Mentor who meets with them at least twice each week and supports through inter-visitation, reflection and coaching;**
- **Marta Valle partners with AUSSIE to provide teachers with intensive support in analyzing student work products and using that analysis to inform instruction.**

MARTA VALLE PARENT INVOLVEMENT POLICY

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.**

Marta Valle'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, Marta Valle 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 AM-6:00 PM);**
- **Provide a Community Coordinator to act as a liaison between families and the school community;**
- **Provide two Family Resource Fairs before, during and/or 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. Marta Valle 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 Marta Valle, 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;**
- **Marta Valle is carrying out other activities, such as those described in Section 1118-Parental Involvement of ESEA.**

Marta Valle 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:

- **Marta Valle 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 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;**
- **Marta Valle 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 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.

- **Marta Valle will provide assistance, as appropriate, to parents of children served by the school in understanding topics such as:**
 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 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and will use technology, as appropriate, to foster parental involvement, by:

- **Marta Valle 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 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 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand;

- **If funds are available, Marta Valle 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 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.**
-

Marta Valle SCHOOL-PARENT COMPACT

Marta Valle, 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;**
- **An Assistant Principal supervising Science and Math instruction, an Assistant Principal supervising Special Education and ESL;**
- **A Lead Literacy Teacher will support teachers to improve the quality of their teaching;**
- **Strategies to increase daily attendance;**
- **Using academic learning time efficiently;**
- **Respecting cultural, racial, ethnic, physical and LGBTQ 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 Family Conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, four conferences will be held during the year: two during the fall term and two during the spring term.**
- **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 will be 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 Advisor, Teachers 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., Family Conferences, Monthly Title I Workshops, Family Resource Fairs.**

Provide general support to parents by:

- **Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;**
- **Assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);**
- **Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;**
- **Supporting parental involvement activities as requested by parents;**
- **Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;**
- **Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the 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 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.**
- **Always try my best to learn.**

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

Question #4: 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 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In										1	1	1	1	4
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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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 special needs students also receive counseling from a guidance counselor and services from related service providers as indicated in their IEP's.

Q#7. Our school uses a very creative method to meet the diverse needs of of ELLS with disabilities. We program them in ESL class based on their NYSESLAT proficiency level for ESL instruction, then we program them in special education classes based on the IEP and their classification. Our ESL and Special education teachers are mindful about this special group of students. They constantly analyze the formative and Summative assessments and provide scaffolded, appropriate functional level, differentiated instructional materials.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

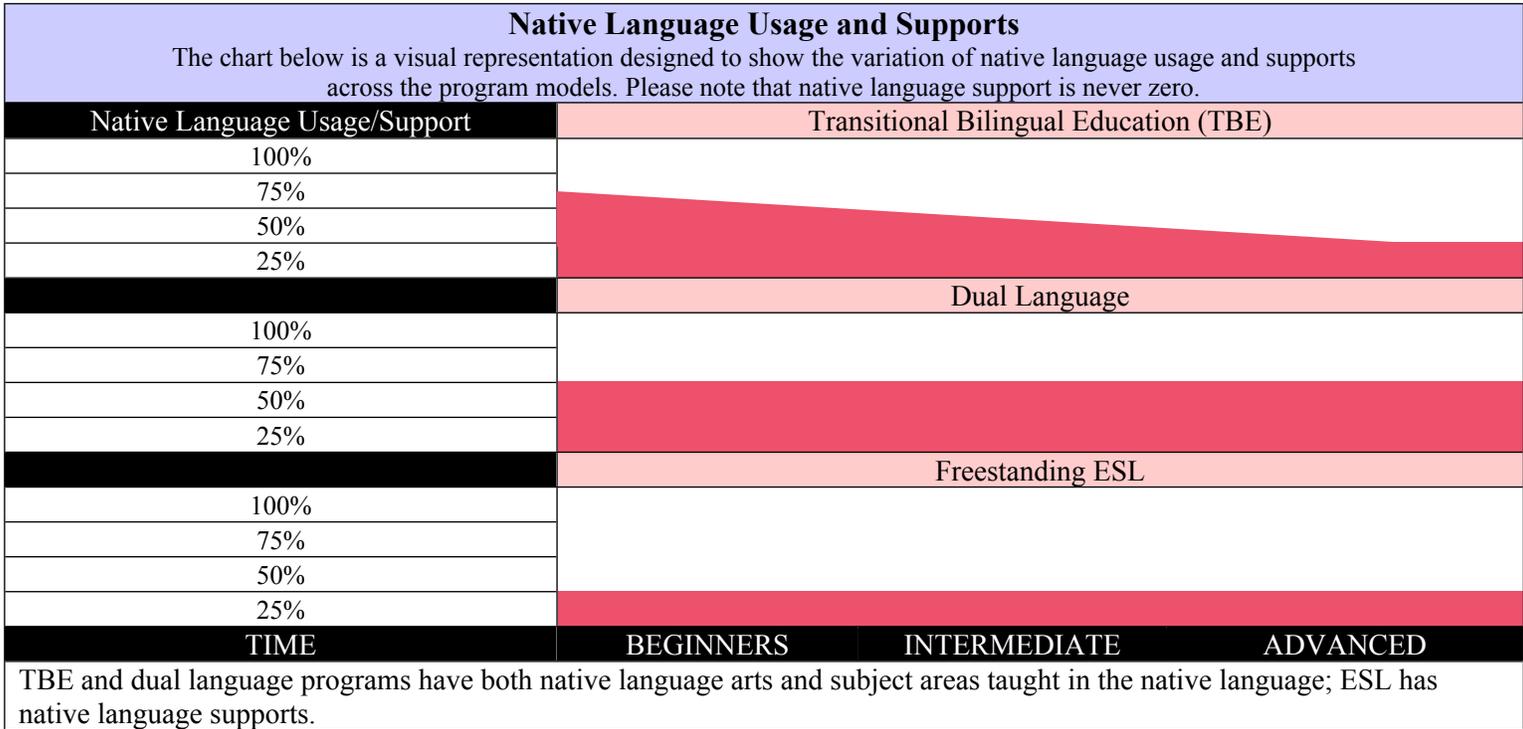
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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 Language 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.

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

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.

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.

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
Living Environment	0	17	0	2
Physics	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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,

Advanced: Grade9-6, Grade10-4, Grade11-0, Grade12-3.

Question #3.

Instructional decisions are based on the needs of students. Those at the lowest proficiency level will be provided with extensive remediation to insure that they progress in proficiency levels. All teachers are notified of all ELL students' proficiency levels to insure that they provide enhanced assistance as necessary. To address students' needs in Listening, we follow a Free Standing ESL program consisting of word study, Read Aloud and Guided Reading. Our ESL and content area teachers use Read Aloud/ Think aloud model, choral repetition of Tier II and III vocabulary words and Round Robin methods to enhance students' listening skills. To support our ELL students in meeting the performances standard in speaking. Our ESL and content area teachers use QTELL methodologies, Turn & Talk, Accountable Talk, academic Discussion protocol strategies. Throughout the entire instructional period our students receive multiple opportunities to speak and express themselves in meaningful ways. Our teachers implement student-centered lessons where students get the opportunity to "teach" the class. To Support Reading needs Marta Valle incorporates the research-based intervention America's Choice "Ramp Up to Literacy" program. Ramp Up organizes a block of time to include individualized reading, modeling (teacher Read Aloud , Guided Reading) Response to Literature, strategic mini-lessons on grammar and usage, critical thinking exercises and "chunking" of authentic text, as well as extensive engagement with vocabulary in meaningful and contextual ways. To improve ELL students' writing skills, our instruction is derived from the idea that writing is learned through scaffolding, understanding different genre/formats of writing, using transitional phrases, and maintaining structure and coherence. In self-contained ESL classes and also in content classes' students receive multiple opportunities to practice and master writing mechanics and practice.

Question # 4.

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 those assessments. The exception is the U.S. History Regents, in which 8 students took it in English and 6 passed and 9 took it in a native language and 6 passed.

b) The periodic assessments are reviewed with our ESL teachers to identify areas requiring additional assistance to our students. specifically in writing open ended responses. We also use the results of the Periodic assessments in math to identify the needs of ELL students. is solving word problems. School Leadership Team is supporting teachers with Professional Development in those target areas and continuously provide low inference data for improved ESL instruction.

c) We discovered that ELL students have the most difficulty in reading and writing, the two critical areas of language acquisition which take the greatest amount of time to develop.

Question #5.

NOT APPLICABLE

Question # 6. In order to monitor success of our ESL program, we review student data based on the following parameters:

- a) Credit accumulation during each semester.
- b) Report card grades during each marking period.
- c) Improvements on periodic assessment results.
- d) NYSESLAT progress in proficiency levels.
- e) Regents exam results and passing rates.
- f) Graduation rates of our ELL students.

These results than allow us to modify our instructional programs and mentoring procedures to insure ongoing student success.

a

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Marta Valle High School</u>	DBN: <u>01M509</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>18</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Marta Valle High School is located on the Lower East Side with a population of 378 students in grades 9-12, of which 47 are English Language Learners. We service English Language Learners in grades 9-12. The home languages spoken are Spanish, French, Chinese and Bengali. The subgroups of ESL students are Beginner, Intermediate, Advanced and SIFE. Marta Valle High School has developed a strong, research-based educational philosophy regarding how ESL students learn best. We align our instructional program with the NYCDOE Citywide 2012-2013 Instructional Expectations for all students, including English Language Learners, and instruction is aligned to the New York State Standards and the Common Core Standards. Our commitment to instructional rigor and relevance for all students, including our English Language Learners (ELLs), results in a rigorous and engaging ESL program with positive outcomes. Our Professional Learning Team is in the process of developing Universal Design for Learning Units for all students, particularly our ELLs. All students are expected to produce high-level, meaningful work products.

We provide monolingual Free-standing ESL instruction in English. We have one certified ESL teacher who serves our ESL population. In addition, our content teachers are engaged in ongoing weekly Professional Development and Professional Learning Team Meetings. These Professional Development sessions are facilitated by CFN 108 Network Team members, Assistant Principals, a representative of the AUSSIE Professional Development Team, and our Lead Literacy Teacher. MVHS content area teachers are expected to utilize ESL methodologies and integrate these strategies into their units of study to support the improved literacy skills of our students. The ESL strategies are implemented by subject class teachers within the core academic areas and during supplemental 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 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.

Our ELL students develop reading and writing skills in a small class setting and work toward enhancing their academic language. Teachers utilize visuals, bilingual glossaries, bilingual dictionaries, alternative texts, maps, and other adaptive learning strategies, which includes multi-sensory learning cognates through extensive vocabulary studies, summarizing, notetaking, and graphic organizers.

Supplemental services provided complement our core ESL services, as mandated under CR Part 154 from the New York State Education Department and the New York City Department of Education. Direct supplemental services are offered as part of our 21st Century After School/Title III Extended Day Program after school Mondays through Fridays from 4:00-6:00 PM and on Saturdays using six weeks cycles, from 9:30 AM-12:30 PM during November through January and April through June prior to

Part B: Direct Instruction Supplemental Program Information

Regents Exam Administration as well as Monday through Friday during Café Club (Lunch time) in one to one or small group tutoring sessions.

Supplemental activities utilize a Balanced Literacy approach, 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 PD 360, an online Professional Development resource. In addition, Achieve 3000 software (provided through MVHS iLearn NYC and iZone participation) provides students with high interest, low-level informational text and narrative text. Visually rich reading material, graphic organizers, task-specific rubrics, and a reading intervention services curricula are also provided, with an emphasis on language acquisition developed through an items skills analysis of previous Regents Exams.

All MVHS ELL students have access to the NYS and Core Curricula in all content areas, with tasks and materials scaffolded as per Universal Design principles. A key focus is for our ELLs to access rigorous curricula. 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 coherent and systematic teaching approach.

Direct supplemental services are offered as part of our 21st Century After School/Title III Extended Day Program, held after school on Monday through Friday from 3:00-6:00 PM and on Saturday 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 instructional 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), high interest, low-level informational and narrative texts, visually rich reading material, 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.

In addition to all MVHS ELLs having access to the NYS and Core Curricula in all content areas, students are provided with scaffolded support through differentiated instruction in small group direct ESL instruction provided by a certified ESL teacher. We have purchased instructional materials as part of the alternate text set to support scaffolding instruction to the different proficiency levels of the students (e.g. PD 360 for teachers to access online resources, ACHIEVE 3000 and other technology (using a different funding source). In addition, we have purchased ESL instructional materials for the content areas, as well as Non-fiction books from various sources.

Part C: Professional Development

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: MVHS teachers work in partnership with the Instructional Leadership Team to implement the best practices in ESL methodology across the content areas. MVHS teachers are in the process of building their skill in utilizing principles of Universal Design For Learning (UDL). UDL differentiated instructional practices involve implementing the supports necessary for all students to access Common Core aligned units. This UDL approach addresses the individual learning needs for every student. Strategies include, but are is not limited to, purposeful grouping of students based on learning modalities and progress towards mastery, designing scaffolds to facilitate student access to materials, and differentiation of student work products, texts, and content delivery.

We will continue to implement weekly Instructional Rounds which were initiated last year with great success. As part of the program, all teachers' classrooms are visited, and their instruction assessed informally based on the formative feedback from previous rounds. Following Instructional Rounds and Informal Visits, teachers are provided with feedback around specific components of the research-based identified framework. Formative feedback is provided to teachers through the use of a collaboratively developed Informal Visit Feedback Form. Feedback is provided to individual teachers both verbally and in written form within 24 hours.

In addition, we are continuing our 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, sharing and analyzing student work products, and analyzing student outcomes on Regents and Periodic Assessments as well as teacher-created assessments. Our AUSSIE representative is likewise well versed in the Common Core Standards, and will continue to support teachers in deepening student mastery of understanding complex texts.

Our Lead Literacy Teacher will continue to support teachers through modeling, mentoring, and coaching in the use of strategies that emphasize reading of informational texts in class as per the Common Core, integrating research skills across content and grade levels, sharing and analyzing student work products, and using classroom talk to support the Common Core State Standards.

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 to 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 content, process, and product. Teachers meet regularly in subject group Professional Learning Teams to share the strategies and resources they have developed. Additionally, subject area teams compile 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

Part C: Professional Development

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.

Network Team members provide staff development to our ESL teacher and to all members of our instructional team. Network Support team members, including Special Services Manager, Instructional Coach and the Special Education Senior Administrator, all facilitate workshops on RTI, UDL, UBD, curriculum mapping, unit planning, questioning techniques and academic rigor.

There are extensive opportunities for 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, and are scheduled to facilitate additional workshops on January 30 and June 7, 2013.

All members of the MVHS Professional Learning Community develop Individual Professional Growth Plans (IPGPs) and incorporate a targeted skill in ESL methodology and strategies in their IPGPs. Every member of the MVHS Team is dedicated to supporting our English Language Learners and supporting their academic progress and social/emotional growth.

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: We will continue to hold Student Success Parent Summit/Parent Association Meetings. Student Success Summit meetings take place from 5-6 PM and the Parent Meeting takes place from 6-8 PM, once a month on the first Thursday of every month. 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 adolescents' education. Workshops topics include: College Planning, Financial Aid Application Review, Aris Link, MVHS Website Resources and Supports, and presentations by students who have been

Part D: Parental Engagement Activities

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 and ESL courses 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.

The calendar for the 2012-2013 school year is the following:

- 9.19.12 Curriculum Night for Parents
- 10.4.12 New students and Parent meeting
- 10.19.12 Parent Open House
- 10.25.12 Family Conferences
- 10.26.12 Parent Open House, Family Conferences
- 11.1.12 Parent Resource Fair/Student Success Summit/Parent Association Meeting
- 11.17.12 Parent Open House
- 12.6.12 Parent Resource Fair/Student Success Summit/Parent Association Meeting
- 1.03.13 Parent Resource Fair/Student Success Summit/Parent Association Meeting
- 1.28.13 Family Conferences
- 2. 7.13 Parent Resource Fair/Student Success Summit/Parent Association Meeting
- 3.7.13 Parent Resource Fair/Student Success Summit/Parent Association Meeting
- 3.14.13 Family Conferences
- 3.15.13 Family Conferences
- 4.4.13 Parent Resource Fair/Student Success Summit/Parent Association Meeting
- 5.2.13 Parent Resource Fair/Student Success Summit/Parent Association Meeting
- 6.6.13 Family Conferences
- 6.6.13 Parent Resource Fair/Student Success Summit/Parent Association Meeting

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	N/A	?????

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.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>N/A</u>	??????
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>N/A</u>	??????
Educational Software (Object Code 199)	<u>N/A</u>	??????
Travel	<u>N/A</u>	??????
Other	<u>N/A</u>	??????
TOTAL	<u>N/A</u>	??????