



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MARTA VALLE HIGH SCHOOL
DBN (i.e. 01M001): (01M509)
Principal: JANNETT BAILEY
Principal Email: JBAILEY2@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: LISA PILASKI

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jannett Bailey	*Principal or Designee	
Robert Dieckmann	*UFT Chapter Leader or Designee	
Thomas Weimer	*PA/PTA President or Designated Co-President	
Dexter Hannibal	DC 37 Representative, if applicable	
Renee Sanders Faithann Weimer	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Mimi Woldermariam	CBO Representative, if applicable	
John Caparimo	Member/ Teacher	
Tracy Karas	Member/ Teacher	
Philippe Pierre	Member/ Teacher	
JoAnn Weimer	Member/ Parent	
Mary McGee	Member/ Parent	
Yosenia Morales	Member/ Parent	
Efrain Morales	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 01M509

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	401	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	39	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2013-14)					
# Visual Arts	19	# Music	12	# Drama	N/A
# Foreign Language	18	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.9%	% Attendance Rate			83.2%
% Free Lunch	80.1%	% Reduced Lunch			6.8%
% Limited English Proficient	9.8%	% Students with Disabilities			23.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American			37.1%
% Hispanic or Latino	50.4%	% Asian or Native Hawaiian/Pacific Islander			9.0%
% White	2.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	3.2%	% Teaching Out of Certification			10.1%
% Teaching with Fewer Than 3 Years of Experience	35.5%	Average Teacher Absences			5.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	57.5%	Mathematics Performance at levels 3 & 4			42.4%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			36.1%
6 Year Graduation Rate	62.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The goals identified in Marta Valle High School's 2012-2013 SCEP were effectively aligned with Tenets 2-6 of the DTSDE, and consistent with the NYC Instructional Expectations. They were informed by the major recommendations of the NYS Quality Review, with references to specific page numbers included. Goals were specific, measurable, achievable, realistic, and time-bound, and for and page numbers. The 2012-2013 action plan was described in detail, including funding sources and programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources designated for each instructional strategy and activity associated with each goal.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Improvement will be implemented around data systems and standards-based planning, as well as teaching practices, both of which will reflect greater accountability and increased emphasis on the Danielson Framework and the NYCDOE Advance System for Teacher Evaluation. A number of additional partnerships, as budgeted through the school's recent receipt of a 3-year School Improvement Grant (SIG), have are also reflected in the 2013-2014 SCEP, and will impact the school's action plans around tenets 2-6.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Barriers and challenges to the development and implementation of the school's 2013-2014 SCEP included limited funding for school improvement (alleviated through the receipt of a 3-year SIG grant), and a transition in the school's leadership (which has since reached a positive resolution).			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Preliminary steps have been taken to establish systems and structures conducive to the goals outlined in the 12-13 SCEP.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
Limited funding proved a significant barrier towards accomplishing the goals described (an obstacle since alleviated though the award of a 3-year SIG Grant), along with challenges surrounding school leadership and staff "buy-in" (since resolved through a transition in leadership).			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Teacher Effectiveness/Advance and the demands that the new observation system has placed on the school community is a challenge to the development of the SCEP goals that have been established for the 2013-2014 school year. Additionally, our status as a priority school, SPED spotlight school requires that we place a greater emphasis on developing our instructional focus, aligning our curriculum to the Common Core and strengthening our pedagogy. Additionally, our newly acquired SIG Grant is a challenge that requires an enormous amount of planning, record keeping and progress monitoring.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ol style="list-style-type: none"> Students in targeted subgroups will demonstrate a 10% improvement in Regents scores across content areas. Students in targeted subgroups will demonstrate a 10% improvement in credit accumulation across content areas. Students in targeted subgroups will demonstrate a 20% improvement in mastery of core competencies across content areas. 			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with all stakeholders from a collaborative standpoint, and ensure that all voices are heard, valued, and respected. In order for communication to be effective and collaborate, school leaders will use a variety of methods and resources to update stakeholders and provide timely feedback. This is not limited to electronic emails, mailings, letters home, telephone messenger, regularly scheduled meetings and planning sessions, face to face feedback for staff around performance and evaluations and providing an open door/welcoming policy to engage parents in meaningful conversations regarding their children's academic success.			
Describe your theory of action at the core of your school's SCEP.			
The Marta Valle school community embraces the core values of respect, leadership, diligence, integrity & service. The theory of action underlying the Marta Valle SCEP is one that demands shared responsibility for the development of every students' academic performance through the gradual release of responsibility, social/emotional growth, and college and career-readiness.			

Marta Valle's collaborative professional practice will reflect a commitment to deep reflection in our realization of our dream of a community where leadership, innovation and the joy of lifelong learning is evident.

Describe the strategy for executing your theory of action in your school's SCEP.

Execution of the theory of action demands a strategy rooted in a growth mindset, and reflected in such initiatives as Restorative Justice and Peer Leadership. Teachers and staff are receiving on-going Professional Development (as evidenced by the established Professional Development calendar) around ways to strengthen the pedagogy, the social-emotional development of all students and the various ways to make the core values visible throughout the classroom environment and the school community.

List the key elements and other unique characteristics of your school's SCEP.

Some of the key elements/unique characteristics of our school's SCEP are: 1) New administration – The school has recently changed leadership; thereby bringing unique programmatic, leadership and management styles. We have begun to assess our current performance, identifying the gaps in student progress and identifying intervention steps to overcome the challenges our students face. 2) Identified Status – The school has not only been identified as a Priority school, but has also been identified as a spotlight school for SPED, has undergone a State Quality Review in the 1st 5 months of new leadership and faces many competing priorities.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The school has considerable support in place to effectively oversee and manage the improvement plan. Among this support is the following: The network achievement coaches who provide instructional support as well as administrative capacity building. The SIG Grant Funds has made it possible for us to acquire additional instructional support for teachers. For example, Generation Ready Consultants, Peer Elements, Center for Supportive Schools & Partnership for Children. We have also made it possible to assign a staff member as a Lead teacher. In this role, the Lead Teacher supports the classroom teachers with lesson planning, implementation of classroom lessons, development of strategies to access all learners and curriculum mapping. We have additional support from various members of Cluster 1 and CFN 108.

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Embed the practice of using formative and summative data to develop a clear picture of students' academic strengths and needs, so that data informed instruction regularly impacts instructional decisions at the team and classroom level.

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.

2.2 School leader's vision	X	2.3 Systems and structures for school development
2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 30, 2014, 100% of teachers will possess a normed understanding of effective analysis and evaluation of student work (formative and summative data) with observations of classroom practice and Teacher/Inquiry Teams documentation, showing an increased understanding of the levels of student performance and supports needed in helping them meeting the Common Core Learning Standards as well as the DOE Graduation Requirements.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will engage in weekly Cohort, Department, and monthly faculty meetings, in which they collaboratively analyze academic assessment data (Acuity, NYC Performance Assessment) to inform instruction aligned to Common Core Learning Standards (CCLS) in all core content areas.
2. Using formative assessments, student work products and summative data captured on Datacation, a school-based Intervention Team will focus on developing strategies to build academic literacy skills so that students have the reading comprehension, speaking, and writing skills to communicate and demonstrate mastery and understanding of complex tasks and texts.
3. A comprehensive, multi-faceted Professional Development (PD) plan will be designed and implemented to support teachers in enhancing their practice, and in examining student work to meet the needs of identified subgroups.
4. Teachers will meet regularly to assess patterns and trends in student performance, and devise interventions for improving student achievement.
5. The effectiveness of teacher teams will be evaluated on an ongoing basis, and the PD plan adapted to provide targeted supports for teachers.

B. Key personnel and other resources used to implement each strategy/activity

The following key personnel and resources will be used to implement the above strategies/activities:

1. Teachers and teacher leaders
2. School Administrators and the Instructional Cabinet & Teachers
3. School Administrators, Children's First Network (CFN) 108 Staff, Lead Literacy Teacher, Generation Ready Consultants
4. Teachers and Teacher Leaders, Data Specialist
5. School Administrators and CFN 108 Achievement Coaches

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Documentation memorializing 100% of meaningful teacher communication and collaboration around sharing and analyzing student work products will include agendas and minutes of meetings posted on the Marta Valle Professional Development site
2. Student post-assessment scores will increase by at least 20% as a result of the professional use of data through an inquiry-based approach and teacher mid-management effectiveness.
3. Informal observation data and student performance (as measured by credit accumulation and teacher assessment) will be assessed each marking period to evaluate the effectiveness of strategies implemented.
4. Cohort Teams will debrief with principal to share findings and progress on an ongoing basis.
5. 100% of teachers will report feeling supported in their implementation of the strategies described, through targeted PD offerings across content areas.

D. Timeline for implementation and completion including start and end dates									
1. Teacher Cohort and Department Teams will be identified by September 30th, 2013;									
2. Item analyses of June and August Regents Exams will be conducted by October 15th, 2013, while Acuity and the NYC Performance Assessment analyses will be conducted by December 1st, 2013.									
3. By October 2013, a working PD plan will be implemented, and re-evaluated at monthly intervals									
4. By October 2013, cohort teams will be identified; student work will be examined weekly, and a new inquiry cycle begun at the start of each new marking period.									
5. The effectiveness of teacher teams will be evaluated, along with the school's PD Plan at the close of each marking period (in October, December, February, April, May and June).									
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity									
1. Teacher programs will be tailored to allow for collaborative planning time during Period 6 daily and Period 9 on Wednesdays, and from 2:40-4:00 on the first Monday of each month.									
2. Using the Datacation data analysis platform, teachers will be analyze student data during weekly Intervention Team Meetings.									
3. School Administrators, CFN Achievement Coaches, and the Lead Literacy Teacher will schedule time to meet during the day on an ongoing basis.									
4. Teacher programs will be designed to accommodate meeting time used to design and evaluate diagnostic assessments.									
5. School Administrators and CFN Achievement Coaches will meet regularly to assess the efficacy of the school's PD Plan.									

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS	X	PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
"Deepen the work with network and partners to strengthen curriculum by incorporating Common Core Learning Standards and providing students with consistent opportunities to think critically and be cognitively engaged."										
Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	D			

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.										
X	3.2 Enact curriculum		X	3.3 Units and lesson plans						
	3.4 Teacher collaboration			3.5 Use of data and action planning						

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 30th, 2014, 100% of students (including ELLs and those with special needs) will have engaged with rigorous curricula across disciplines, as reflected in Common Core-aligned curriculum maps, unit plans, and lesson plans across content areas, and as evidenced through teachers' formal and informal observations.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
1. Teachers will be provided monthly with professional development support in an effort to build capacity in the practice of developing curricula and lessons which are									

- core-aligned and address the needs of student subgroups
- 2. In outcome-based groups organized by Cohort and by Department, teachers will devise strategies focused on the implementation of the Gradual Release Model of instruction, in an effort to address the needs of identified subgroups.
- 3. Short, frequent cycles of classroom visits will be conducted regularly by school administrators, teacher leaders, and/or Generation Ready consultants, and actionable feedback provided within 48 hours.
- 4. Teachers will meet regularly to analyze student work, assess patterns and trends in student performance, and devise interventions for scaffolding tasks to ensure access for English Language Learners (ELLs) and SWD (Students With Disabilities) to core standards.

B. Key personnel and other resources used to implement each strategy/activity

- The following key personnel and resources will be used to implement the above strategies/activities:
- 1. Teachers, Teacher Leaders, Generation Ready Consultants, CFN Achievement Coaches
 - 2. Teachers and Teacher Leaders
 - 3. School administrators, Teacher Leaders, and/or Generation Ready consultants Lead Literacy Teacher.
 - 4. MVHS Data Specialist
 - 5. Teachers and Teacher Leaders

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. 95% of the teachers will develop core-aligned curriculum maps, unit plans and lessons.
- 2. 100% of teachers will engage in the analysis of student work across content areas, and collaborate towards the development of inquiry-based strategies for improved instruction.
- 3. At least once per month, teachers will receive actionable feedback concerning the extent to which their planning and instruction are core-aligned.
- 4. Informal observation data and student work products will be assessed each marking period to evaluate the effectiveness of teacher teams in meeting the needs of ELLs and SWD.

D. Timeline for implementation and completion including start and end dates

- 1. Beginning in September and ending in June, Professional Development will be provided for teachers during once-monthly faculty meetings, and weekly-held department meetings. Monthly Core Curriculum Mapping Workshops will also be held to support teachers in designing and revising rigorous curricula.
- 2. Student Progress (both individual and subgroup) will be assessed each marking period (in October, December, February, March, May, and June) to evaluate the effectiveness of strategies implemented through the inquiry process.
- 3. Short, frequent cycles of classroom visits will begin in September and end in June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Whole staff professional development will be provided from 2:40-4:00 on the first Monday of each month.
- 2. Teacher programs will be tailored to allow for collaborative planning time during Period 6 daily and Period 9 on Wednesdays, and from 2:40-4:00 on the first Monday of each month.
- 3. Using the Datacation data analysis platform, teachers will be scheduled for weekly Intervention Team Meetings.
- 4. School Administrators will schedule time to conduct short, frequent cycles of classroom visits on an ongoing basis.
- 5. Teacher programs will be designed to accommodate meeting time used to analyze student work, assess patterns and trends in student performance.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	X	PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

“Develop teachers’ understanding of providing access for all learners that is based on formative assessment data, to ensure that all students produce meaningful work products.”

Review Type: Developing Quality Review	Year: 2012-2013	Page Number: 5	HEDI Rating: D
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 30th, 2014, 100% of teachers will provide multiple access points for diverse learners in order to access core content across classrooms, as evidenced teacher planning, and informal and formal classroom observation data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. MVHS teachers will implement effective differentiated instructional practices that support the individual learning needs of their students. These include, but are not limited to, purposeful grouping of students based on learning modalities and progress towards mastery, designing scaffold summative assessments which provide multiple opportunities to demonstrate mastery.
2. Multiple data sources (formative and summative) will be examined to assess the learning needs of students within targeted subgroups, and develop lessons aligned to content standards while differentiating the content, process, and product.
3. Student progress will be monitored through the implementation of interim checkpoints, regular classroom observation, and periodic revision of the MVHS PD Plan.
4. Generation Ready consultants with expertise in Math/Science, Humanities, Technology, and Special Education/ESL will provide on-site support to teachers that will include facilitating group professional development, conducting class 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.
5. Our Data Specialist will regularly generate and share data from multiple sources with teachers across content areas in meeting the learning needs of targeted subgroups to be applied towards the development of differentiated instructional strategies.

B. Key personnel and other resources used to implement each strategy/activity

The following key personnel and resources will be used to implement the above strategies/activities:

1. Teachers and teacher leaders
2. School Administrators , Teachers and Teacher Leaders, Data Specialist
3. School Administrators, Children's First Network (CFN) 108 Staff
4. Generation Ready Consultants, School Administrators and the Instructional Cabinet, Teachers
5. Data Specialist

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of teachers will implement differentiated instructional practices, resulting in an improved credit accumulation rate by least 25%.
2. 75% of students in targeted subgroups will enjoy overall improvement on Regents scores across content areas.
3. 100% of teachers will generate and analyze student data at least once per month to inform instruction and PD offerings.
4. 100% of teachers will investigate and implement differentiation strategies offered through the PD360 platform at least once per month, as evidenced through observation feedback.
5. 100% of teachers will maintain a data binder reflecting individual student progress and used toward the development of differentiated instructional strategies.

D. Timeline for implementation and completion including start and end dates

1. By January 2014, 95% of all teachers will be engaged in the collaborative development of a framework that establishes common understanding of expectations for the implementation of differentiated instructional practices.
2. Course curricula will include multiple access points for all students, and be published and shared via the school's website.

3. Classroom visits and teacher team meetings (conducted weekly) will begin in September 2013 and continue through June 2014; PD plan will be reassessed each marking period.
 4. Teachers will receive group PD using videos and resources from the PD360 platform at least once per marking period from September 2014-June 2014; the program is also available online to individual teachers throughout the year.
 5. Generation Ready consultants will meet with teachers school administrators 1x per week from September 2013 through June 2014; consultants will facilitate group sessions at least twice per marking period, and on Chancellor's Professional Development Days.
 6. By December 2013, 100% of teachers will furnish a comprehensive data binder, which will be consulted regularly to inform planning for diverse groups of students.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Student programming will be conducted following careful analysis of individual transcripts and learning needs.
 2. Time will be allotted for the analysis of student diagnostic assessments.
 3. Collaborative time will be allotted for teachers to conduct analysis of student progress, and adjust PD topics to close the learning gap.
 4. Time will be allotted for teacher training on the PD360 platform, and for regular consultation of the resources included within the program.
 5. Generation Ready consultants will meet with Teachers and School Administrators every Wednesday to develop of a dynamic, individualized program of support for all teachers.
 6. Teacher programs will be tailored to allow for collaborative planning time during Period 6 daily and Period 9 on Wednesdays, and from 2:40-4:00 on the first Monday of each month.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

A total score of 6.8 of 10 on the Safety and Respect portion of the MVHS 2012-2013 Learning Environment Survey suggests greater effort must be made to engage all key stakeholders in the Marta Valle community.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

100% of Marta Valle teachers, parents, students, and other key stakeholders will participate in a learning community in which all voices are heard, valued, and respected, which will result in increased student achievement and social-emotional growth as measured on the School Survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. MVHS will continue to host monthly Parent Association meetings, as well as periodic workshops for parents on ways to support their adolescents academically, and opportunities to access available community resources.
2. 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, and financial guidance in the College Application Process.
3. MVHS will maintain a position of Community Coordinator to support a deepened Home/School Partnership, sharing information with families through mailings, backpack distribution, postings on the MVHS website, and in Family Conferences regarding the relevance of analyzing student work and making public what is learned.
4. 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 MVHS expectations for student work.
5. MVHS will maintain its ongoing collaboration with several Community-Based Organizations (CBOs), to support efforts to engage all students and families in the MVHS community.

B. Key personnel and other resources used to implement each strategy/activity

The following key personnel and resources will be used to implement the above strategies/activities:

1. Parent Association, Community Coordinator, Grand Street Settlement Coordinators, School Administrators.
2. SES vendors, Community Based Organizations, School Administrators\
3. Community Coordinator
4. Teachers
5. CBOs, including Partnership With Children (PWC), Beacon/Grand Street Settlement, Project Sol, Relationship Abuse Prevention Program (R.A.P.P.)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 95% of school staff will be engaged in the implementation of programs targeted to meet students' socio-emotional needs.
2. Family Resource Fairs and Parent Association meetings will be planned, conducted, and assessed each month.
3. A school-based survey will be conducted among parents, students, and teachers to assess the effectiveness of strategies implemented in creating a successful school culture.
4. 95% of students will report having developed their individual program in conjunction with a staff member to address their academic and socio-emotional needs.
5. 95% of students will participate in programs designed to provide them with targeted social and emotional support.

D. Timeline for implementation and completion including start and end dates

1. By January 2014, 95% of school staff will be engaged in the implementation of programs targeted to meet students' socio-emotional needs.
2. By September 2013, all Monthly Family Resource Fairs and Parent Association meetings will be scheduled; collaborative planning for each will be conducted monthly.
3. An informal survey will be conducted among parents, students, and teachers in February 2014 to assess the effectiveness of strategies implemented in creating a successful school culture.
4. By February 2014, 95% of students will develop their individual program in conjunction with a staff member to address their academic and socio-emotional needs.
5. By February 2014, 95% of students will participate in programs designed to provide them with targeted social and emotional support.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Workshops will be offered (and building permits secured) after school hours on a monthly basis.
2. Workshops will be offered (and building permits secured) after school hours on an ongoing basis.
3. Phone messaging system and email blasts will allow for ongoing communication with families.
4. Student programs will reflect a 45-minute advisory period twice a week; Center for Supportive Schools (CSS) will provide professional development for Advisors.
5. CBOs, including Partnership With Children (PWC), Beacon/Grand Street Settlement, Project Sol, Relationship Abuse Prevention Program (R.A.P.P.) will be allotted building space to work with students both during and after school hours; Center for Supportive Schools (CSS) will conduct a 40-hour training for 9th grade advisors who will work with freshmen and their families.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“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.”

Review Type:	NY State Quality Review	Year:	2009-2010	Page Number:	4	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.

6.2 Welcoming environment	X	6.3 Reciprocal communication
6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To deepen partnerships with the families of all students by engaging in effective reciprocal communication with families, including those with disabilities and English Language Learners.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Our assistant principal of ESL will continue to provide an ELL orientation that includes the program selection for newcomers and facilitates informational workshops supporting parents in making sound educational decisions for their children.
2. Marta Valle will continue to provide translation services to the parents surrounding the available ESL programs, using Departmental materials (brochures, DVDs) and services offered by the DOE Translation and Interpretation Unit (including document translation and interpretation services, as needed).
3. Marta Valle staff will consult with parents on an ongoing basis throughout the year in a number of ways, including monthly Parent Association Meetings, bulletin board celebrations of student success, Skedula workshops, family conferences, family resource fairs, and one-on-one consultations will be held regularly throughout the 2013-2014 school year.
4. CBO partner Beacon provides ESL, GED, literacy and technology skills instruction to our students' parents and guardians.

B. Key personnel and other resources used to implement each strategy/activity

The following key personnel and resources will be used to implement the above strategies/activities:

1. Assistant Principal of ESL, Language Acquisition Team
2. School Administrators, Bilingual MVHS Staff
3. School Administrators, Teachers, Language Acquisition Team
4. CBO Beacon Personnel

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ELL orientation will take place in September, and student progress reassessed on an ongoing basis throughout the school year.
2. 100% of the families of ESL students will report feeling supported by Marta Valle staff in supporting the academic and socio-emotional progress of their adolescents.
3. Outreach will be conducted to the families of English Language Learners throughout the year as needed.
4. Monthly School Leadership Team (SLT) meetings will include ongoing assessment of the progress made by CBO partners towards advancing the literacy and technology skills of ELLs and their families.

D. Timeline for implementation and completion including start and end dates

1. By September 2013, ELL orientation will be conducted, with student progress reassessed each month, through June 2014.
2. Translation services will be provided from September 2013-June 2014, and a survey conducted to assess efforts' effectiveness by February 2014.
3. From September 2013 to June 2014, the families of ELLs will be contacted by MVHS staff concerning the progress of their adolescents at least three times per semester.
4. SLT Meetings will be conducted on the third Thursday of each month, from September 2013-June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Workshops for incoming ESL students and families will be scheduled prior to the start of the school in September, and as needed throughout the school year.
2. Departmental materials (brochures, DVDs) and services offered by the DOE Translation and Interpretation Unit (including document translation and interpretation services) will be accessed as needed.
3. Our CBO Beacon will schedule ESL Family Workshops after school on a bi-monthly basis.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	X	PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

MVHS extended learning program is designed to increase students' passing rates on State Regents Exams by 20% and subject class credit accumulation by 10%. 100% of MVHS students will be mandated to do fifty minutes (50) of AIS /Advisory/College readiness Preparation four days per week, from 2:40 PM to 3:30PM, beginning in September 2013. Also, all students have been invited, via letters to their parents and phone calls to their homes, to participate in our after after school academic enrichment programs five days per week from 3:30 PM to 4:30 PM, and our Saturday Success Academy Program held twenty (20) Saturdays from 9:30 AM to 12:30 PM.

Total hours = 360 (120 hrs AIS + 180 hrs after school + 60 hrs Saturday School)

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

MVHS teachers will provide standards-based, hands-on, small group instruction to students in all major subject areas.

2. School personnel and Peer Leaders, trained by the Center for Supportive Schools (CSS), will work with their peers on Peer Group Connection (PGC). PCLT will provide Professional Development to build teacher capacity in enhancing our students' skills in self-management of their learning, in self advocacy, leadership, and college and career readiness.

1. 3. Marta Valle will develop additional Tier III (most intensive) interventions using the Response to Intervention (RTI) framework, as well as enrichment Expanded Learning Time opportunities before and after school to support students' academic needs, social-emotional development, leadership skills, and college and career readiness.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. MVHS Subject Teachers
2. Center for Supportive Schools, MVHS Trained Staff, and Student Peer Leaders

3. NYCDOE professional Development

C. Identify the target population to be served by the ELT program.

1. All students. 9th graders -advisory, from 2:40 3:30 PM, 10th and 11th graders AIS from 2:40 3:30 PM, 12th graders college readiness from 2:40--3:30 PM. All students from 3:30 PM - 4:30 PM after school and Saturday school.

2. All 9th Graders

3. All students especially over aged under credited students, and students in the lowest third of our school.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century		Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Marta Valle Community Partners include the Center for Supportive Schools (to enhance student socio-emotional well-being), Peer Elements (to provide dance instruction for students after school and during lunch), and Grand Street Settlement (to offer extra-curricular activities for students and a multi-faceted After School Program).

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

The Center for Supportive Schools provides training to school staff and select students during the summer and school year in helping our school to develop a strong advisory program. The advisory program allows adults and student peer leaders to provide social and emotional, as well as academic support for students. Peer Elements provides social and emotional support as well as dance instruction to students during their lunch periods. Grant Street Settlement provides a variety of after school programs- sports, clubs, trips- to our students. They also provide advisors who support our students during the day, as well as a guidance counselor who serves as our college advisor.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.				
A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.				
Marta Valle will develop additional Tier III (most intensive) interventions using the Response to Intervention (RTI) framework, as well as enrichment Expanded Learning Time opportunities before and after school to support students' academic needs, social-emotional development, leadership skills, and college and career readiness. The Expanded Learning Time Initiative will include targeted academic intervention, Regents and SAT Prep, as well as a wide range of enrichment opportunities, including college courses at partner colleges, advanced level STEM opportunities, Advanced Placement Classes, sports-boys and girls basketball, girls volleyball, weight training and cheerleading - arts, clubs, leadership and community service activities.				
B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.				
Our Kaplan SAT prep program focuses in on students areas of weakness and through frequent feedback and practice provides students with the tools necessary to do better. Our after school and Saturday programs offer students not only opportunities to succeed in small group settings, but access to an Education Para in their native language as well as a bilingual Guidance Counselor. Our Parent Association also provides a healthy breakfast to all students in attendance on Saturdays.				
C. Describe how the ELT program will address the unique learning needs and interests of all students.				
The large variety of programs offered allows students to choose a field of interest to them. Students could get academic assistance from their regular or a different subject teacher, or from their peers. Marta Valle will further support our students' social-emotional growth and character development through a deeper partnership with Princeton Center for Leadership Training (PCLT). There will be increased opportunities for service learning and engagement through Peer Group Connection (PGC) and Student and Family Advisory (SFA).				
D. Are the additional hours mandatory or voluntary?	50%	Mandatory	50%	Voluntary
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
50% of the ELT program, about 160 hours, is mandatory for all of our students. All of our students are encouraged to participate in the voluntary part of our program by our Principal, Assistant Principal, guidance staff and Teachers. Daily phone calls are made to homes, and letters are posted and backpacked to families. Under credited and students identified as needing academic support, are also programmed for AIS during the day. This includes an extra ELA class each day.				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
Academic intervention, for students who need support services, in both our After School Enrichment Program and our Saturday Success Academy is provided by experienced special education teachers, supported by paraprofessionals. A Guidance Counselor is also available Mondays through Thursdays from 3PM to 5PM to provide additional support in the form of guidance, counseling, etc.				
G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
In the past we have seen a high degree of correlation between participation in ELT and subject class and regents pass rates among students. We will look at the scholarship report for students in the ELT program as compared to students who are not in the program. We will also look at students feedback in terms of if they are understanding concepts more. Also, teacher formative assessment data, and their general observation of any changes in the interest levels of the students.				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
ELA	All 9 th and 10 th grade students receive an additional period of ELA instruction daily. All students are given the opportunity to participate in our extended day AIS credit recovery and regents program from 3:30PM to 6:00PM daily.	Based on the needs of students some receive small group or one on one instruction.	During the school day, After school, and on Saturdays from 9AM to 1PM
Mathematics	All 9 th and 10 th grade students receive an additional period of Math instruction daily. All 9 th grade students who are in danger of failing, and 10 th , 11 th , and 12 th grade students who have not yet passed the algebra regents are mandated to attend small group AIS from 2:40PM - 3:30PM two days per week. All students are also given the opportunity to participate in our extended day AIS credit recovery and regents program from 3:30PM to 6:00PM daily, and on Saturdays from 9AM to 1PM.	Small group instruction, tutoring	During the school day, After school, and on Saturdays from 9AM to 1PM
Science	All students in living environment, earth science and chemistry classes are given two periods of AIS each week during the school day. These periods are used for reviewing concepts in small groups, and for regents exam prep. Students are engaged in hands-on activities that reinforce the concepts taught in class.	Whole class instruction, Small group instruction, tutoring	After school daily from 3:30PM – 6PM, and on Saturdays from 9AM to 1PM.
Social Studies	Regents Preparation (vocabulary study, DBQ analysis, essay writing skills)	Small group instruction, tutoring	After school daily from 3:30PM – 6PM, and on Saturdays from 9AM to 1PM.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student and family counseling is provided daily by two Guidance Counselors, a SAPIS worker, and by a team of counselors from a NYCDOE approved vendor, Partnership with Children. Students receive counseling on a broad range of issues including academic services, attendance and drop-out prevention, study habits, drug use prevention, teen pregnancy, etc.	Small group and one on one	During the school day, and after school daily from 3:30PM to 5PM.

	Students are invited to a number of clubs before the start of the school day, during lunch and after school where their social and emotional needs could be addressed.		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our Interview Team has developed a set of criteria that include expertise in the area of differentiated instructional strategies and meeting the needs of all students. MVHS has also developed an ongoing collaboration with NYU, Hunter College, and Empire State through which we host numerous student teachers on site throughout the school year, some of whom might be recruited to fill anticipated vacancies. In addition, MVHS accesses the New Teacher Finder and works collaboratively with the NYCDOE support team through the New Teacher Finder Office to advertise anticipated vacancies and recruit Highly Qualified teachers. Our Professional Development Plan provides ongoing professional development to teachers that include instructional workshops, curriculum mapping sessions, Classroom Visits, and weekly Intervention Meetings.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers and staff are receiving on-going Professional Development (as evidenced by the established Professional Development calendar) around ways to strengthen pedagogy, social-emotional development of all students and the various ways to make the core values visible throughout the classroom environment and the school community. Beginning in September and ending in June, Professional Development will be provided for teachers during once-monthly faculty meetings, and weekly-held department meetings. Monthly Core Curriculum Mapping Workshops will also be held to support teachers in designing and revising rigorous curricula.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title 1 Funds (\$200.00 per student) are budgeted on a per student basis to support students identified as STH.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Six teachers from different subject areas are members of the Principal's Instructional Cabinet that meets monthly to discuss instructional strategies, analyze scholarship reports data, the use of data, assessment, and other matters pertinent to instruction, school culture, and students social and emotional needs. These model teachers then facilitate weekly cohort and department meetings where initial decisions are made by all teachers about the use of multiple assessment measures. At larger, full staff, meetings the measures are discussed and final decisions are made. Professional development regarding the use of assessment results to improve instruction is provided by four Generation Ready Consultants during and after school, by our Lead Literacy Teacher, and by our two assistant principals. Our Lead Literacy Teacher is providing a series of curriculum mapping workshops, after school, during which teachers are trained on using their assessment data to inform their instruction and to constantly adjust their curriculum maps. Our Data Specialists also provides assessment data to the administration and staff, that is used to inform our instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person 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 Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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;

Our school will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 01	Borough Manhattan	School Number 509
School Name Marta Valle High School		

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

Principal Jannett Bailey	Assistant Principal Afifa Khanam
Coach Robin Paletti	Coach Helen Kokkinidis
ESL Teacher Daniel Klein	Guidance Counselor Mayra Perez
Teacher/Subject Area Tiffany Ambrico-Wilson	Parent JoAnn Weimer
Teacher/Subject Area Adriana Gonzalez	Parent Coordinator Dexter Hannibel
Related Service Provider Ariana Gluck	Other Joseph Springer
Network Leader(Only if working with the LAP team)	Other Margaret Adams

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	400	Total number of ELLs	33	ELLs as share of total student population (%)	8.25%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Discrete ESL class	0	0	0	0	0	0	0	0	0	1	2	1	1	5
SELECT ONE	0	0	0	0	0	0	0	0	0					0
Total	0	1	2	1	1	5								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	19
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	18

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	2	4	5	0	5	18	0	10	34
Total	11	2	4	5	0	5	18	0	10	34

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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										8	10	6		24
Chinese											2	1		3
Russian														0
Bengali												2	3	5
Urdu														0
Arabic										1				1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	10	12	9	3	34

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										2	1	1		4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										4	6	4	2	16
Advanced (A)										4	5	4	1	14
Total	0	0	0	0	0	0	0	0	0	10	12	9	3	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		1	
Integrated Algebra	14	1	7	
Geometry	4		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5			
Living Environment	11	1	1	
Physics				
Global History and Geography	5		2	
US History and Government	8		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Teachers work in partnership with the instructional leadership team to assess the early literacy skills of Marta Valle's ELL population, and determine the best ESL methodology across content areas. Data is derived through teacher assessment, the Measures of Student Learning Performance Assessment (Baseline), and NYSESLAT scores (where applicable). Item analyses are conducted by our ESL Team, and our Assistant Principal and Lead Literacy Teacher will continue to 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. The data provides insight into the diverse levels of English proficiency among the Marta Valle ELL population, and suggest instructional strategies for addressing student language needs. For support in conducting data analysis and implementing ESL strategies, consultants will provide staff development to ESL teachers, as well as to mainstream teachers who work with ESL students. The ESL team will likewise attend various conferences on literacy and second language acquisition. An online program, PD 360, will also be utilized to provide online support to teachers.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data from the NYSESAT and LAB-R reveals that the vast majority of our students are intermediate (15 students) and advanced (14 students) ELLs with only 4 beginner ELLs. Our total ELL population, and our beginning, intermediate and advanced sub-populations are divided relatively evenly between grade 9 (10 students), grade 10 (12 students) and grade 11 (9 students), with very few ELLs (2 students) in grade 12.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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 their 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 the 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 performance standards in speaking our ESL and content area teachers use QTELL methodologies, turn & talk, accountable talk, and 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.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?a) The vast majority of our students scored level 1 on the NYS ELA exam, grades 3 through 8, with only one student scoring level 2 and one student scoring level 4. Similarly, the majority of our students scored level 1 on the NYS Math exam, with two students scoring level 2 and one scoring level 4. On the NYS Science exam one student scored level 3 in grade 4 and one student scored level 4 in grade 8. All of our students took the NYS Math, and Science exams in English, none took the exams in their native language. As for the Regents Exams across all subjects, the vast majority of our students took the exams in English (50 exams taken in English across subject areas), with only two exams taken in the students' native language. 15 Regents Exams were passed in English but none passed in a native language. Overall, this data indicates that most of our students are entering high school with

a relatively low level of proficiency in ELA, math and science. Nevertheless, a substantial number are passing Regents exams in English.

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 in solving word problems and other English-language-related skills. The school leadership team supports teachers with professional development in those target areas and continuously provides 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

Assessment results on the NYSESLAT, LAB-R and other instruments, as well as performance in classes are used to determine the amount of supports and accommodations the student requires. Accommodations such as bilingual dictionaries, extended time on tests, translated documents as well as visual aids and graphic organizers are used when needed. Content area teachers are informed of the students' individual language needs. Other supports provided to ELLs include tutoring, remediation classes, pull out and push in support from a speech therapist and support from paraprofessionals and teachers that share the students' native languages.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 then allow us to modify our instructional programs and mentoring procedures to ensure that our students are constantly improving their proficiency levels and moving towards graduation and college and career readiness.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The following steps are in place for the initial identification of those students who may be ELLs. At the time of enrollment, a trained pedagogical administrator administers a Home Language Identification Survey (HLIS) to parents to identify which language the child speaks at home. We have an interview by a licensed pedagogical administrator in the parents' home language. Next, when our staff collects the home language survey from parents and has concluded that a language other than English is spoken in a child's home, then the child is administered the LAB-R to determine English proficiency level. Should a student score below proficiency on the LAB-R, then the child is eligible for services as an ELL. For all students whose home language is Spanish, we administer the Spanish LAB-R to determine the student's proficiency in Spanish. Students who need to take the LAB-R are tested within 10 days of enrolling at school. The person identified as responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment is Daniel Klein, our licensed ESL teacher, under the supervision of Afifa Khanam, Assistant Principal in charge of ESL. Assistant Principal Khanam has SBL and SDL certification and over fourteen years of teaching experience, as a Ramp-Up Intervention Model Teacher, a foreign language teacher (Bengali), and an ESL teacher. Her training includes: Q-TELL, Ramp-UP, Guided Discipline, and Life Space Crisis Intervention (LSCI).

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.

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 sound educational decisions for their children. Marta Valle has a parent orientation to ensure parents understand the three program choices. The school is in compliance with NYSED, NYCDOE regulations and timelines. After the viewing of the three programs highlighted in the video (Transitional Bilingual, Dual Language, and Freestanding ESL), we describe the current Marta Valle ESL Model, which is a freestanding ESL program. Our ESL program includes self-contained classes in English as second language, seminar (advisory), and immersion (mainstreaming) in general education classes. We make outreach to the Office of English Language Learners so that if a parent has selected a program that we do not offer, their choice of programs will be honored. Our programmer follows up to contact parents who have selected a Dual Language or Transitional Bilingual program that is available at another school. We make sure that this process occurs within the mandated 10 day timeline required under State regulations. Additional supports for ESL students include individual and small-group tutoring, a blended online instruction model (iLearn), extended day instruction, and academic intervention services, and supplemental education services (SES).

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Marta Valle team ensures that entitlement letters are distributed and parent surveys 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, we contact the Office of English Language Learners to support parent choice of programs. At Marta Valle, we administer the Home Language Survey to first time entrants into the public school system. Marta Valle conducts parent meetings 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.

The ESL teacher, parent coordinator, guidance counselor and Assistant Principal all follow up to ensure that entitlement letters are returned by parents.

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.

Parents are the main decision-makers in the process of selecting one of three different programs available for ESL students, including the Transitional Bilingual, Dual Language and Free Standing ESL program. We provide translation services to the parents surrounding the available ESL programs, using Departmental materials (brochures, DVDs) and services offered by the DOE Translation and Interpretation Unit (including document translation and interpretation services, as needed). Marta Valle staff is also prepared to consult with parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, and group sessions. An orientation video is provided for parents in approximately 13 languages, via the NYC DOE website. We enter all information regarding parent choice into ATS on the ELPC within the mandated 20 days.

As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). Criteria for placement also include the Initial Diagnostic Assessment, the RLAT report, or LAB-R scores. Students are grouped according to proficiency level to conform to ESL requirements pursuant to CR Part 154. Classes reflect the "Gradual Release" model of instruction, in which teachers shift the cognitive load slowly and purposefully from teacher-as-model, to joint responsibility, to independent practice and application by the learner (Fisher & Frey, 2008). This combination of strategic student placement and instructional methodology 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to annually evaluate ELLs using the NYSESLAT include: Professional development for teachers in NYSESLAT administration and in preparing students for the examination; a testing coordinator supports the assistant principal in charge of ESL in setting up the assessment schedule for teachers and our ELLs, 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. We identify the current students who are eligible to take the NYSESLAT through a number of ATS reports (RELC, RNMR and the RLAT) to make certain that all ELLs are assessed on the NYSESLAT. Students are assessed on all four components of this assessment. Scores are reviewed in the late summer when scores are available to us.

6. 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.) 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. 

After reviewing the program choices of Free Standing ESL program, Transitional Bilingual Education and Dual Language, the trend is for parents to select our Free Standing ESL program. 100% of parents have selected our Freestanding ESL program.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a.) At Marta Valle High School, ESL instruction is delivered in discrete, freestanding ESL classes.
 - b.) ESL classes are mixed proficiency level and mixed grade level.

The freestanding ESL classes are taught by the ESL teacher with assistance provided by the literacy coach and the teaching consultant. Push in and pull out services are provided by the speech therapist, and additional assistance is provided by paraprofessionals when appropriate. Marta Valle incorporates the research-based America's Choice Ramp Up to Literacy program. 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.

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)?

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 is designed to meet 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 the 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 consistent application of spiraling language provides students with support in complex text and English language understanding.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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, lesson planning, and flexible grouping.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELLs are evaluated in all four modalities of English (speaking, listening, reading and writing) annually with the NYSESLAT exam, which serves as the primary diagnostic test of the English proficiency. The NYC ELL Periodic Assessment is also administered annually and serves as a formative assessment of reading, writing and listening skills. Our ELLs' reading and writing skills are evaluated annually

with the NYC ELA Performance Assessment. Additionally the reading and writing of our ELLs is assessed twice annually with the Acuity ITAs and Predictive Assessments. Furthermore, informal, teacher-made assessments of all four modalities such as essay tests, reading comprehension tests, listening tests and oral performance tests are used for both formative and summative assessments during each marking period.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Class work is differentiated based on student skill level 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:

- a) Our instructional plan for SIFE students include providing vocabulary study where the ESL teacher identifies the root word, the prefix, the suffix, and teaches Tier II and Tier III words with close attention to student comprehension. The ESL teacher identifies cognates for Spanish words, and translates words in other native languages when possible. We also use a lot of visual aids as a teaching strategy for our SIFE students.SIFE students are assessed in their native languages and are provided with books at their reading level in their native languages.
- b) Newcomer students receive the appropriate number of minutes of instruction daily. We offer those students after-school and Saturday school tutorial assistance. We are also developing a push- in model to provide additional support in an arts program during the school day.
- c) 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 extra help in subject class assessment preparation and NYSESLAT preparation.
- 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.
- e) Our former ELLs receive test accomodations for up to two years.

7. 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?

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 IEPs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses a very creative method to meet the diverse needs of of ELLS with disabilities. We program them in ESL classes based on their NYSESLAT proficiency level for ESL instruction, then we program them in special education classes based on their IEPs and their disability 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, differentiated instructional materials at the appropriate functional level of the students.

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
Native Language Arts:	
Social Studies:	

Class/Content Area	Language(s) of Instruction

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

Math:				
Science:				

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

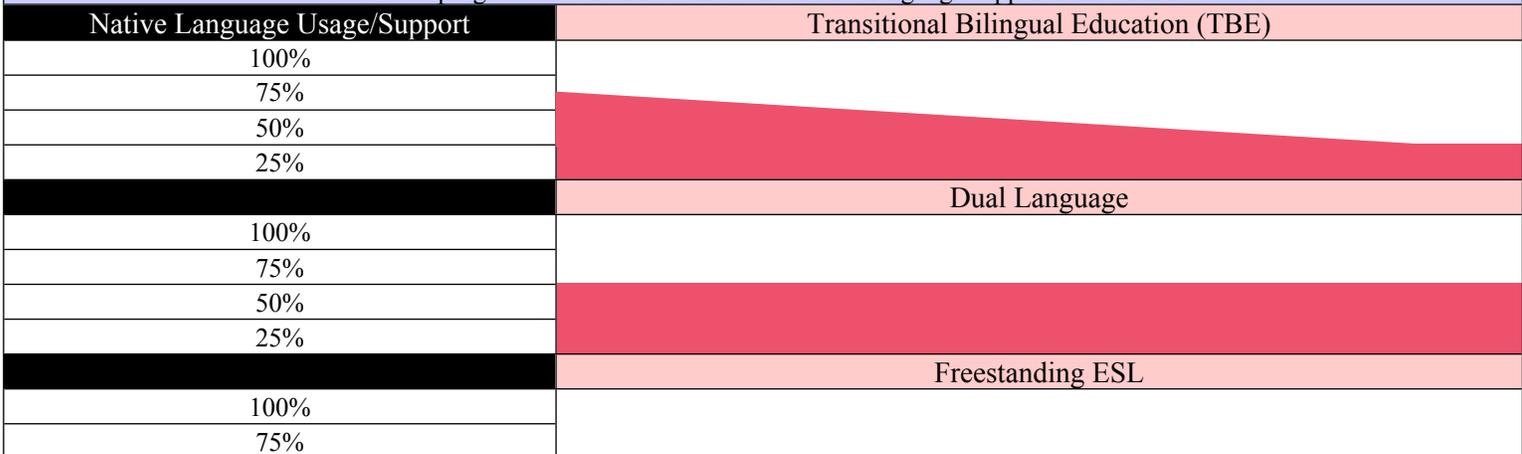
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At Marta Valle our certified and highly skilled faculty is committed to providing the best possible instruction to our ELL students. Our discrete ESL classes combined with tutoring, push-in and pull-out services, and special education services ensure that our ELLs receive all the support they need. Additionally content area teachers work closely with the assistant principal and ESL teacher to ensure that ELLs receive the additional language support they need in their content area classes. Though many ELLs come to Marta Valle with low levels of proficiency, their test scores and course performance consistently improve as they progress through Marta Valle's program.
11. What new programs or improvements will be considered for the upcoming school year?
- 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.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs through our programming and guidance offices. Marta Valle has developed extensive before and after school 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 academic intervention plans that provide students with targeted support and enrichment opportunities that maximize English language acquisition.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials that are used to support our ELLs include Ramp-UP, two media labs, i-zone instructional programs, Educate Online and SES. Ongoing support provided through Aussie consultant deepens teacher capacity and skill in designing student focused curriculum which is aligned with research-based best practices.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- 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. Our ELLs have equal opportunities with all other students to all of our resources and enjoy the benefit of our library media center, computer labs, and extra curricular activities which include video production, music studio, fine arts, and culinary arts. Our ESL students with disabilities receive speech therapy, physical therapy, occupational therapy, and counseling services as indicated in their IEPs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

We offer Spanish and French

19. For schools with dual language programs:

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 groups will meet during scheduled collaborative time weekly. Our assistant principal of ESL works collaboratively with content area teachers, guidance counselors, paraprofessionals, and special education teachers to develop research-based ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. Dates for professional development are as follows:

ELL Liaison/LAP Training Session - September 19th, Full Day (Attended by ESL Teacher)

ELL/Danielson Training - October 17th, Full Day(Attended by ESL Teacher)

Content Area Teacher Study Groups - Wednesdays from 2:40-3:30

Cohort Meetings - 12:15 - 1:00 Daily

Individualized PD (ESL Teacher and Lead Literacy Teacher): 2 Periods/week (and additionally, as needed).

Cross-Curricular Inquiry Team Meetings (with special focus on ELL needs) Wednesdays 12:15 - 1:00

Special Education Intervention Team Sessions - Tuesdays 12:15 - 1:00

Q#2 In addition to school facilitated PD, network consultants provide staff development to all teachers of ELLs as they address the Common Core Learning Standards. Marta Valle administrators reach out to the ELL content specialist as well as our SPED content specialist to conduct a series of sequential workshops on scaffolding curricula to ensure students' access to the rigorous texts and tasks demanded by the Common Core. Topics for professional development also include academic language development, word study, text dependent questions, close reading, and writing common core aligned units. A number of Curriculum Planning Workshops have also been held for teachers of English Language Learners (with special focus on core alignment) on September 4, October 26, and November 26th. A Learning Team meeting focused on the identification and implementation of Common Language and Writing Structures across content areas was also held (on October 16), and the Marta Valle Community will continue to collaborate towards ensuring ELLs' access to the Common Core.

Q#3. Ninth grade students attend a Freshman Advisory program for 45minutes twice a week. Advisory teachers use this time to provide enriching activities and to coach students through the sometimes difficult transition into high school. Additionally, The administration has organized peer activities once a week during advisory in which 12th grade students come into advisory and lead activities to help the ninth graders get comfortable in the new environment.

Q#4. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

E. 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.

At Marta Valle High School, our highly-qualified administration and faculty is committed to providing the best possible education experience for our ELLs. We are constantly analyzing available data, reflecting on our practice and collaborating with each other in order to constantly make improvements to our program.

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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M509 School Name: Marta Valle High School

Cluster: 01 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 assess our school's translation and interpretation needs and 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.

According to the home language surveys, Spanish is the home language for the majority of our ELLs (24 students). We also have substantial numbers of ELLs for whom Bengali (5 students) and Chinese (3 students) is the home language. Additionally, we currently have one student whose home language is French and one student whose home language is Arabic.

We are mindful of the fact that many of the families of students who are not ELLs likewise have translation needs. At present, while 269 of our students' families speak English at home, for 105 families, Spanish is the primary language. 14 families are Bengali speakers, 5 speak

Chinese, and in a small number of homes (1 each) Afrikaans, Albanian, Arabic, Mandinka, or Wolof is the primary language spoken. Based on these findings, we strive to translate all written communications that go out to our student body and their families whenever possible, and to identify faculty members who speak these languages to assist with phone calls and oral communications. These findings were shared at faculty conferences, school leadership team meetings, department meetings and parent association meetings. We also provide translation services to our parents during PA meetings, Open House and Parent-Teachers' conferences.

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 multiple languages i.e., Parent Bill of Rights which includes interpretation notice signs. In addition, whenever possible communications that go out to our student body and their families are translated into the five 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. Translation for our three most frequent languages (Spanish, Bengali and Chinese) are done by in-house staff whenever possible, and 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.

The Marta Valle Learning Team ensures that interpreters are available when necessary at events including family conferences, IEP meetings and teacher phone calls. Whenever possible, in-house staff serve as interpreters, and we have identified staff members who can interpret in each of our three most common languages. Additionally, we enlist the help of the Interpretation Unit for low-incidence languages when necessary. Finally, Marta Valle uses the voice recording system in multiple 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.

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>.

Marta Valle High School is in compliance with Chancellor's Regulation A-663 in ensuring that parents' native languages are identified, all essential documents are translated into our these languages and that interpreters are available whenever necessary.

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"/>
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>	??????