



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (01M509):

School Name: MARTA VALLE HIGH SCHOOL

Principal: JANNETT BAILEY

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: MARTA VALLE HIGH SCHOOL School Number (DBN): 01M509

School Level: HIGH SCHOOL Grades Served: 9 to 12

School Address: 145 STANTON ST, NEW YORK, NY 10002

Phone Number: 212-473-8152 Fax: 212-473-8152

School Contact Person: AFIFA KHANAM Email Address: akhanam@schools.nyc.gov

Principal: JANNETT BAILEY

UFT Chapter Leader: ROBERT DIECKMANN

Parents' Association President: THOMAS WEIMER

SLT Chairperson: JOANNE WEIMER

Student Representative(s): FAITHANNE WEIMER, RENEE SANDERS

Manhattan HS District
District: 01 Superintendent: MARISOL BRADBURY

Superintendent's Office Address: 333 7TH AVENUE, ROOM 711, NEW YORK, NY 10001

Superintendent's Email Address: MBradbu@schools.nyc.gov

Phone Number: 212-356-3739 Fax: 212-475-7588

Cluster and Network Information

Cluster Number: Cluster 0536 (CEI-PEA) Cluster Leader: DEBRA MALDANADO

Network Number: N536 Network Leader: GERARD BEIRNE/WALTER O'BRIEN

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JANNETT BAILEY	*Principal or Designee	
ROBERT DIECKMANN	*UFT Chapter Leader or Designee	
THOMAS WEIMER	*PA/PTA President or Designated Co-President/Parent	
DEXTER HANNIBAL	DC 37 Representative, if applicable	
FAITHANN WEIMER RENEE SANDERS	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MIMI WOLDERMARIAM	CBO Representative	
JOANNE WEIMER	Member/Parent	
MARY MCGEE	Member/Parent	
TOM MARTORELL	Member/Parent	
TANYA HOLMES	Member/Parent	
RENEE PRITCHARD	Member/Parent	
ROSINA AVILES	Member/Teacher	
ORNA SILVERSTEIN	Member/Teacher	
TRACY KARAS	Member/Teacher	
ROBIN PALETTI	Member/Teacher	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan
Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> ● Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> ● Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> ● Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> ● Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> ● Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> ● Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix **or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:**

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action

- plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
 - **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

NEXT STEPS

FOR THE DEVELOPMENT OF THE SCEP TITLE I APPENDIX FOR SIG COHORT 4

Step 1:

NEEDS ASSESSMENT & AREAS OF FOCUS

After conducting a Needs Assessment informed by NYSED accountability status, we as a school community have identified the following goals:

The Core Values of Marta Valle High School are: Respect, Leadership, Integrity, Diligence and Service. These values pay homage to our namesake and are embedded in the school's Instructional Goals.

Goal #1:

By June 2015, 100% of teachers will regularly engage in the common practice of looking at student work in order to assess what students know/are able to do and then make adjustments to Common-Core aligned units and lesson plans as well as improve their instructional practice.

(Diligence)

Goal #2:

School leaders will provide timely, focused feedback to teachers as part of formal and informal observation cycles and coordinate internal and external professional development opportunities to support teacher development. This will be linked to use of the Danielson Framework (and teachers' professional growth plan) with the goal of maintaining/increasing the number of teachers receiving an Effective/Highly Effective rating by June 2015.

(Leadership/ Diligence/ Service)

Goal #3:

By June, 2015 we will increase our graduation rate by 5%. All students will demonstrate a 10% increase in college and career readiness through course passage & Regents passage.

(Diligence/ Integrity/ Leadership)

Goal #4:

All stakeholders will participate in establishing/maintaining a learning community in which all voices are heard, valued and respected which will result in increased student achievement and social-emotional growth. (Leadership/ Respect/ Integrity/ Diligence/ Service)

Professional Development Goals:

1. Implementation of the Gradual Release of Responsibility across all classrooms
2. Fostering a Growth Mindset, and

3. Cultivating Higher Order Thinking/Writing (using principles of Webb's Depth of Knowledge).

Step 2:

MAJOR FINDINGS/RECOMMENDATIONS FROM THE QUALITY REVIEW & OTHER QUALITATIVE AND QUANTITATIVE DATA

What the school needs to improve:

1. Align curricula and academic tasks across all departments to the Common Core Learning Standards (CCLS) and the instructional shifts so that students are consistently engaged in rigorous learning experiences. (1.1)
2. Leverage existing work around the school's model of instruction to improve the alignment between beliefs and pedagogical practice to consistently engage students in critical thinking opportunities across all content areas. (1.2)
3. Improve the alignment of interim assessments practices and grading policies across content areas and grades so that students self-assess and work more purposefully towards mastery. (2.2)

Qualitative & Quantitative Data:

Marta Valle staff members are conducting Inquiry work for targeted students who are at the bottom third. The core team meets on weekly basis, every Tuesday afternoon to collect information, search for patterns and trends in testing and to create new interdisciplinary skill-based strategies to improve student achievement.

Areas of focus for this school year Instructional Focus: Engage in the common practice of looking at student work, aligning the curriculum across all departments to the CCLS standards and using the Danielson framework to inform instruction.

Students will engage in meaningful tasks that are both intellectually challenging and scaffolded for support where needed. Teachers will use the Gradual Release of Responsibility (instructional model) in their planning and delivery of instruction so that students will ultimately take charge of their own learning with a focus on increasing/improving the quantity and quality of writing in all classrooms.

Based on the feedback from the Quality Review, we have collaboratively developed a uniform grading policy and implemented in the 2014-2015 school year.

Step 3:

SCHOOL IMPROVEMENT GRANT (SIG) GOALS ALIGNED WITH THE CAPACITY FRAMEWORK

CAPACITY FRAMEWORK

The 6 elements are comprised of 18 indicators each with specific measures which, together, predict growth or stagnation in schools.

Capacity Framework Element/ Goal	Indicator	What it Looks Like/Evidence
-------------------------------------	-----------	-----------------------------

<p>ELEMENT: RIGOROUS INSTRUCTION GOAL: By June 2015, the math, science, ELA and social studies curricula will include units of study, tasks and lesson plans that reflect the Common Core Standards instructional shifts such as focus, depth of knowledge, application and fluency. The implementation will be monitored through frequent observations cycles by administrators, teacher teams and District-Level Administrators. - SIG Continuation Plan</p>	<ul style="list-style-type: none"> > Course clarity > Quality of student discussion > English and Math instruction 	<p>What Good Looks Like: High standards are set in every classroom; with a focus on customized, inclusive and motivating instruction, as well as active student engagement developing critical thinking skills.</p> <p>Evidence at Marta Valle High School: Academic discussion protocols (Scholarly Talk Anchor Poster in every classroom), learning targets, respectful classroom environment, student-centered instruction, lesson plans indicate multiple entry points for all learners, flexible grouping based on formative and summative data (exit slips, do now, class participation) Looking at student work and adjusting curriculum accordingly. Classroom environment is designed to encourage interactions between teachers and students and among students which are polite and respectful.</p>
<p>ELEMENT: SUPPORTIVE ENVIRONMENT GOAL: For the 2014-2015 school year, we intend to embed 9th grade advisories into the school day, to support a smooth transition to high school, as well as enhance student work habits and socio-emotional development (e.g. justice circles, peer mediation, principles of Restorative Justice.) - SIG Continuation Plan</p>	<ul style="list-style-type: none"> > Safety and order > Social emotional learning > Academic support and press 	<p>What Good Looks Like: A school culture where students feel safe, supported and challenged by their teachers and peers; and are engaged in ambitious intellectual activity.</p> <p>Evidence at Marta Valle High School: Implementation of greater levels of supervision during passing and high expectations of being orderly and timely has led to students in their assigned classrooms, Advisory for 9th and 10th grade with 11th and 12th grade Advisors, school-wide celebrations for academic achievement and positive behaviors (Town Halls, Seasonal Celebrations and Social Awareness Community Activities).</p>
<p>ELEMENT: COLLABORATIVE TEACHERS GOAL: In 2014-2015, teachers and consultants will work collaboratively to modify the curriculum maps in order to meet the needs of our students. We will ensure the curriculum is aligned to Common Core Standards and New York State Testing Program when we meet in teacher teams, during common planning time and during professional development.</p>	<ul style="list-style-type: none"> > Culturally responsive pedagogy > Professional development > School commitment > Professional community 	<p>What Good Looks Like: Teachers committed to success and driven to improve in their classroom and across the school; school leadership pays deliberate attention to professional growth; culture of continuous improvement and developing a school-based professional community.</p> <p>Evidence at Marta Valle High School:</p> <ul style="list-style-type: none"> ● Intervisitations

<p>The work around these initiatives will take place during common planning time, in teacher teams as well as during our planned weekly professional development hours. - SIG Continuation Plan</p>		<ul style="list-style-type: none"> ● Learning Walks ● Teacher Rounds - Spring 2015 ● Inquiry Team ● Weekly Grade Level/Department Team Meetings ● Professional Development Web site was created on Martavalle.org to communicate with staff. It is a living document for teaching and learning, including files, links, articles and other resources to make learning transparent.
<p>ELEMENT: EFFECTIVE SCHOOL LEADERSHIP GOAL: In 2014-2015, teacher leaders, lead literacy teacher and literacy coach will work closely with administrators, Network staff and Generation Ready consultants to ensure effective and consistent implementation of curricula across content areas. A major focus area in the coming year will be the application of the Gradual Release of Responsibility Model of Instruction to ensure that students are consistently applying newly acquired content and skills to successfully synthesize and evaluate new challenges in meaningful ways. - SIG Continuation Plan</p>	<p>>Inclusive/ facilitative leadership > Instructional leadership</p>	<p>What Good Looks Like: Principals leading change at the community level, nurturing the leadership development of others, and providing guidance over time to sustain a coherent instructional program.</p> <p>Evidence at Marta Valle High School:</p> <ul style="list-style-type: none"> ● Weekly meetings with teachers ● Weekly meetings with coaches, Generation Ready Consultants, Lead Teachers ● Weekly cabinet meetings ● Support from District-Level Administrators ● Inquiry Team
<p>ELEMENT: STRONG FAMILY-COMMUNITY TIES GOALS FOR 2014-2015: 1. Working in conjunction with our Parent Association leaders, we will set up a Parent Support Center that offers a space for parents to meet outside of regular Parent Association meetings. This space will be equipped with information relevant to how parents can best bridge the home-school gap. The Center for Supportive Schools will be held partially responsible for supporting us in this endeavor. This is linked to their commitment to increasing parental involvement. 2. Heightened online parent</p>	<p>> Parent involvement > School-community partnerships</p>	<p>What Good Looks Like: School leadership drawing on the resources within the building and from the local community; encouraging partnerships with families, local business, community organizations, and city agencies.</p> <p>Evidence at Marta Valle High School:</p> <ul style="list-style-type: none"> ● Training families on how to use Pupil Path ● Important information is shared via martavalle.org ● School Leadership Team Meetings ● Parent Association Meeting ● Outreach from our Community Coordinator, Dexter Hannibal and Robocall

<p>presence on our school website</p> <p>3. The Parent Association along with school staff are incorporating Monthly PA meetings with various student celebrations in order to increase to our parent participation and lower the barriers and bring parents into the school on a regular basis.</p> <p>4. Monthly online and hardcopy Parent Newsletters</p> <p>5. Regular mailings and phone calls home to keep parents updated on opportunities /supports available in school and community to meet social-emotional- physical needs.</p> <p>6. Regular mailings and phone calls home to keep parents updated on students' progress.</p> <p>7. Skedula sign up drives. - SIG Continuation Plan</p>		<ul style="list-style-type: none"> ● Workshops for Families ● Graduation requirements are disseminated at Grade-Level Meetings ● Transcript and marking period grades reviewed with each family ● Meetings with the Inquiry Target Population ● Targeted student's families, across all grades to discuss present level of academic and social-emotional development and identify next steps.
<p>ELEMENT: TRUST GOALS FOR 2014-2015:</p> <p>1. Continued training of staff on Restorative Justice practices through the Department of Education Office of Safety and Youth Development.</p> <p>2. Train an additional 50 students across grade levels between summer and fall 2014 through the Office of Safety and Youth Development and Generation Ready consultants and/or the National Urban Alliance. The school staff members who have been trained in Restorative Justice practices, have been an integral part of maintaining the effectiveness of the initiative.</p> <p>3. Our teachers who have been trained will assist in setting up Justice Circles led by trained student leaders.</p> <p>4. Continue to publicize and reinforce our beliefs and practices around Restorative Justice.</p> <p>5. Increased student voice as they learn to advocate appropriately for what they need to increase their academic success.</p>	<p>> Family-staff trust</p> <p>> Central trust</p> <p>> Student-teacher trust</p> <p>> Staff trust</p>	<p>What Good Looks Like: Across all relationships, there is respect, personal regard, assumed competence, and integrity; and all parties value and respect each other.</p> <p>Evidence at Marta Valle High School:</p> <ul style="list-style-type: none"> ● Respectful interactions between teacher-students and student to student. ● Honest conversations about student progress with teachers and families during parent outreach time.

<p>6. We will continue to meet regularly with our SAPIS Counselor, Allen Stern and our Relationship Abuse Prevention Coordinator, Ellen Yom and support their efforts to meeting the social and emotional needs of our students. - SIG Continuation plan</p>		
---	--	--

Step 4:

Strategies, activities, and programs to address students’ needs in each action plan are explained in detail in our [SIG Continuation Plan](#). Action plans are observable, effective strategies to improve student achievement.

The concrete steps we are taking to address individual students’ needs include:

- Tutoring after school and on Saturdays
- Training for teachers
- Professional Development for teachers
- Advisory Program
- Restorative Justice
- School-wide celebrations for academic achievement and social-emotional activities
- Guidance Intervention

Step 5:

Please see Section 4: Academic Intervention Services and Section 7: Parent Involvement Policy in the following page.

Step 6:

Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

The process for engaging in progress monitoring throughout the school year happens in many ways at Marta Valle High School including:

- Evaluation and feedback from Generation Ready Consultants
- Gates-MacGinitie Test Scores
- Achieve 3000 Lexile Levels
- Improved Behaviors with data from OORS Reports and Skedula.
- School Improvement Grant/21st Century Grant Site Visits

Data from these sources is part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in our SIG are resulting in improved student performance. Administrative staff and the instructional cabinet adjust practices, when necessary.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Regents Exams, periodic assessments, formative assessments, summative assessments, exit slips, classwork, projects, homework and parental requests.	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 after school daily.	Based on the needs of students some receive small group or one on instruction.	During the school day, after school and on Saturdays from 9:00 AM to 1:00 PM.
Mathematics	Regents Exams, periodic assessments, formative assessments, summative assessments, exit slips, classwork, projects, homework and parental requests.	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 daily, and on Saturdays from 9AM to 1PM.	Small group instruction, tutoring.	During the school day, after school and on Saturdays from 9:00 AM to 1:00 PM.
Science	Regents Exams, periodic assessments, formative assessments, summative assessments, exit slips, classwork,	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	Whole class instruction, small group instruction, tutoring.	After school daily, and on Saturdays from 9:00 AM to 1:00 PM.

	projects, homework and parental requests.	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.		
Social Studies	Regents Exams, periodic assessments, formative assessments, summative assessments, exit slips, classwork, projects, homework and parental requests.	Regents exam preparation (vocabulary study, DBQ analysis, essay writing skills).	Small group instruction, tutoring.	After school daily, and on Saturdays from 9:00 AM to 1:00 PM.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anecdotal records (Skedula), analyzing marking period grades, family outreach, OORS reports and attendance data.	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 dropout prevention, study habits, drug use prevention, teen pregnancy, etc. 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.	Small group and one on one.	After school daily, and on Saturdays from 9:00 AM to 1:00 PM.

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The goals identified in Marta Valle High School's 2014-2015 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 2014-2015 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.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

The target population served by the ELT program is 9th grade and students who are failing their academic courses and/or a Regents exam.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

We integrate our academics courses and ELT through aligned curriculum, through the use of the CCLS, and by using student-centered, hands-on activities with clear, rubric-based tasks. Enrichment clubs such as Robotics, Dance, Drama, Music, Video Production, Anime, Student Government, Art club, Basketball. Spring Intramurals--volleyball, and rugby. We incentivize the students with rewards, parties, and club-based activities.

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Teachers adjust their curriculum based on student interest and relevant world events (such as Eric Garner) in order to promote high-interest and student engagement. Teachers offer incentives and rewards for high attendance (such as a pizza lunch party) and class participation. The administrative team focuses on student intellectual engagement by

requiring rigorous, meaningful lessons and activities. Students are offered opportunities to recover credit after school. Our Guidance Counselor/College Advisor offers college counseling and career readiness and FAFSA assistance. She also provides the students with daily access to college information via the Web, college flyers, books and other materials. In addition, she offers College Tours and an annual College Fair.

- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

The academic program consists of tutoring in all subject areas--MATH, ELA, Social Studies, and Music Club. Video Production, Weight Training, Cheerleading, boys' and girls' basketball, girls' volleyball, Robotics and Drama. Additionally on Saturdays, we have a math, science, social studies and ELA open to all students from 9-3. We offer Robotics from 2:30-4:30, Monday and Friday. Dance, Tuesday and Friday from 1:00-4:00. For 8 weeks in July and August of 2014 we offered summer school in the form of credit recovery to students in the areas of ELA, Social Studies, Math and Science. By offering ELT courses in the afternoon, we are responding to recent research findings which show improved outcomes when students can work later in the day. Additionally, by offering credit recovery via after school activities, students find the small group and highly engaging material motivating and are successful.

- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

We are offering an AP Art course after school this year as well as College Now on Saturdays and Saturday School, providing multiple opportunities for social, academic and emotional support. We also offer after school music and art. We also maintain Open Gym on Saturdays responding to student demand for more athletic time and as a means to improve student attendance.

- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. We ensure that all instruction in core academic subjects are always supervised by a certified NYS teacher in the area needed.

Part 2c. Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	<input checked="" type="checkbox"/> Voluntary	<input checked="" type="checkbox"/> X	<input type="checkbox"/> Compulsory
---	--------------------------	---	---------------------------------------	-------------------------------------

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

We provide transportation, make announcements; we have designated staff members who work with students to promote the activities. Our goal is to serve 50% of the students.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The administrative team oversees and implements the ELT program as well as school-based staff. We work with high-quality partners including Grand Street Settlement Beacon, Center for Supportive Schools, Pure Elements, Visual Media (Robotics) Enact, and Project Soul.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Certified Staff-based teachers, the partners, access to computers, labs, studios, cameras and equipment, art supplies, Xerox copies, lesson plans. We adjusted our schedule to include a compulsory 9th period as well as offering options to staff who volunteer and are interested in the programs,

Part 3c. Timeline for implementation and completion, including start and end dates.

Our program started September 29th and will end the third Saturday in June.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Mid-point Benchmarks

- Improvement in attendance, both after school and on Saturdays (teachers & students)
- Improvement in the number of students passing in all content areas. The evidence is the scholarship report
- Improvement in Regents exam scores at the end of January 2015
- Lower number of infractions as evidence in the OORS Report

Part 5b. Complete in **February 2015.**

● Did the school meet the midpoint benchmark(s) in the timeframe specified?		Yes		No
● If the midpoint benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All School wide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: 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
----------	----------------------------------	---	--------------------

Part 2: All Title I Schools

2a. 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.

2b. 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

The Marta Valle Team has developed an approach to student assessment grounded in multiple data sources, including:

- Diagnostic Assessments (Gates MacGinitie, Achieve 3000-ESL, Spanish, SWDs)
- Formative Assessments – Teacher-created assessments, Do-nows, exit slips, teacher anecdotal notes
- Summative Assessments – Class projects, essays, presentations, unit exams, portfolios, iXL, iLearnNYC & Achieve 3000 customized assessments.
- Measures of Student Learning (MOSL) – Student historical data, NYS Regents Exams

The school's approach to assessment was developed as a result of the efforts of multiple teacher teams, including the MOSL Committee, the Administrative Team, the UFT Consultation Committee, Department Teams, and the Inquiry Team.

Marta Valle's Inquiry work has been integral to the development of the school's overall assessment approach. During the Fall semester, teachers across content areas collaborated to examine student work products, including State Regents Exams, and identify gaps in student understanding and performance. The team then identified the fundamental skills and sub-skills with which students need the most support, and developed a series of learning targets aligned to these skills.

Teachers' participation in assessment development is an ongoing collaborative process. Weekly Professional Development is offered to teachers around backwards design and the identification of effective Learning Targets. Individual teacher support is also provided through the school's Literacy Coach and Lead Literacy Teacher.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All School wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and

purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	225,577.00	X	8, 9, 13
Title I School Improvement 1003(a)	Federal	960,000.00	X	8, 9, 11, 13,
Title I Priority and Focus School Improvement Funds	Federal	483,944.00	X	8, 9,
Title II, Part A	Federal	NA	NA	NA
Title III, Part A	Federal	11,200.00	X	8
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,221,369.00	X	8, 9, 13

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its School wide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent**

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **Marta Valle High 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 the school and the families. The 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 the school community.

Marta Valle High 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 (Pupil Path, ARIS, Martavalle.org);
- 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 (College Workshops, Guidance Department/Advisement, Attendance Team, training on how to use Students' Pathways by the Library Media Specialist);
- 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; Information is given in SLT meetings, Parent Association meetings, Parent-Teachers' Conferences.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; School mails and phone messages and meeting discussions are translated into Parents' home languages.
- 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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., Grade Level meetings, Meeting with targeted students' parents for academic or social-emotional reasons 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;

The 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;
- 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 (SPC) Template

Marta Valle High 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);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
--	------------	----------------------	-----------	---	--------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	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	0	0	0	0	0	0	0	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	11	2	4	5	0	5	18	0	10	34
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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	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
Intermediate(I)										4	6	4	2	16
Advanced (A)										4	5	4	1	14
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	5		2	
Geography				
US History and	8		3	
Foreign Language				
Government				
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:

- 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 [AMAQ 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 [RI 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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:
- Credit accumulation during each semester.
 - Report card grades during each marking period.
 - Improvements on periodic assessment results.
 - NYSESLAT progress in proficiency levels.
 - Regents exam results and passing rates.
 - 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:

- 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 pedagogue 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 pedagogue 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. ①
- After reviewing the program choices of Free Standing ESL program, Transitional Bilingual Education and Dual Language, the trend is to for parents to select our Free Standing ESL program. 100% of parents have selected our Freestanding ESL program.

Part V: ELL Programming

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*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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)?
- 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 accommodations 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

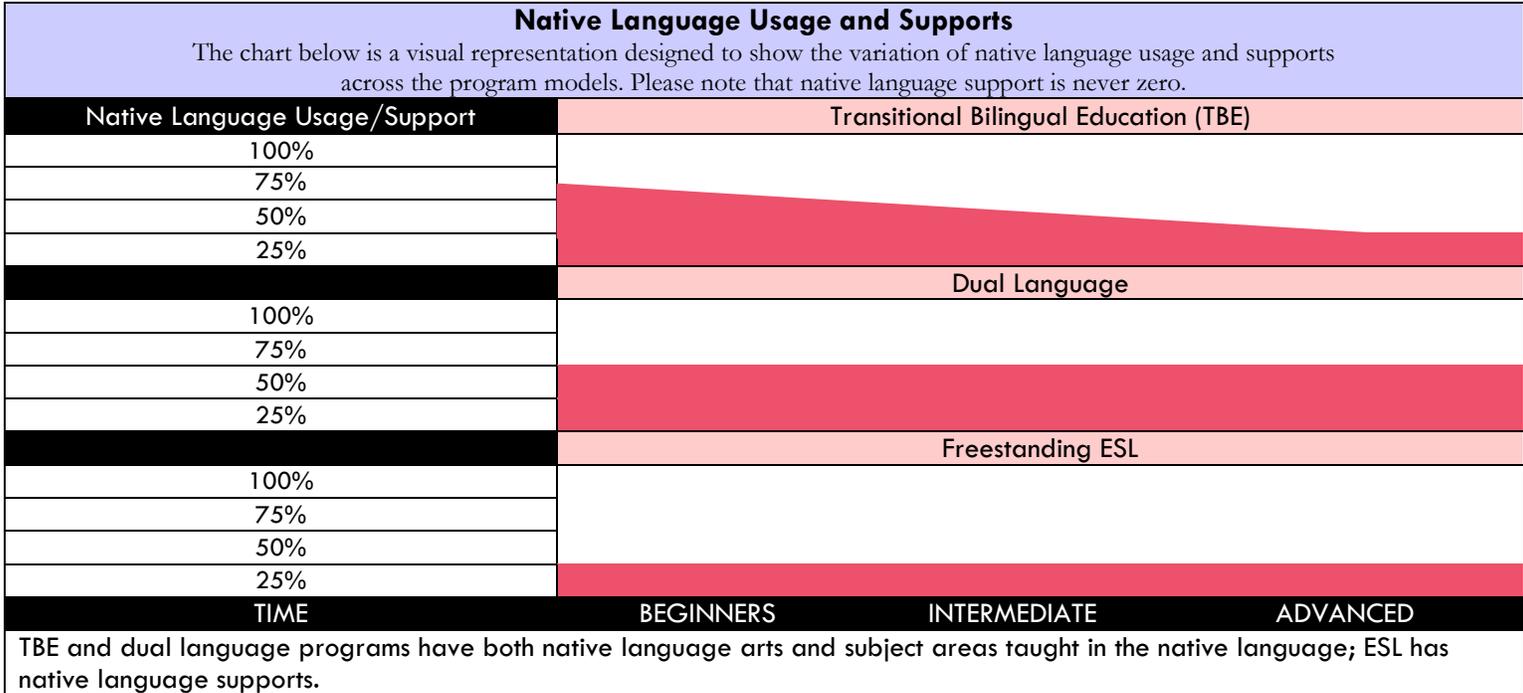
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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



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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Marta Valle High School	DBN: 01M509
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
Total # of ELLs to be served: 32
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

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:

Direct supplemental services in all core subjects (ELA, Math, Science, and Social Studies) are offered as part of Marta Valle's After School/Title III Extended Day Program after school Mondays through Fridays from 4:00-6:00 PM and on Saturdays using ten week cycles, from 9:30 AM-12:30 PM October through January and April through June prior to Regents Exam Administration.

Marta Valle High School is located on the Lower East Side with a population of 371 students in grades 9-12, of which 32 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 after school and Saturday instructional program with the NYCDOE Citywide 2014-2015 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 after-school 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.

The ESL strategies are implemented 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. Activities that will be implemented among these subgroups include: diagnostic assessment, scaffolded readings and text-based questioning techniques, writing tasks in all content areas, word study and choral repetition, turn and talk/guided conversation, and listening activities (read alouds and whole group share-outs).

On Saturdays, supplemental instruction is focused primarily on preparing ELLs for Regents Exams in all four content areas, including ELA, Math, Science and Social Studies. Opportunities for credit recovery are also offered through Marta Valle's Saturday Program. As part of our daily after-school tutoring

Part B: Direct Instruction Supplemental Program Information

program for targeted students, ELLs develop reading and writing skills in a small class setting and work toward enhancing their academic language. Visuals, bilingual glossaries, bilingual dictionaries, alternative texts, maps, and other adaptive learning strategies are utilized, which includes multi-sensory learning cognates through extensive vocabulary studies, summarizing, notetaking, and graphic organizers.

All supplemental activities will be facilitated by a licensed ESL Teacher, and supervised by the Assistant Principal of ESL and Special Education. The program will 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. 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.

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), 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. 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

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

Part C: Professional Development

Begin description here: MVHS has implemented a PD plan to support its ESL Team in implementing Title III program activities. Teachers take part in staff development activities facilitated both in-house and by network and DOE central offices. These have included sessions around best ESL practices, and consistent with a Sheltered Instruction Observation Protocol (e.g. word study, word/picture sorts, and accountable talk strategies). MVHS teachers are also in the process of building their skills in understanding and implementing effective learning targets. Under the guidance of consultant and former network leader Jayne Godlewski, the school's Inquiry Team is focused improving ELLs' academic progress, and supporting teachers after school in developing effective units and lesson plans, aligned with students' specific strengths and weaknesses.

Professional Development is also administered around Universal Design For Learning (UDL). UDL differentiated instructional practices involve implementing the supports necessary for all students to access Common Core aligned units. Sessions are conducted by the school's Assistant Principal, Lead Literacy Teacher, and Literacy Coach. This UDL approach addresses the individual learning needs for every student, including ELLs engaged in Title III activities. Strategies include, but are 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.

In addition, we are continuing our partnership with the AUSSIE Professional Development Program. A consultant certified in each content area will support 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 representatives are likewise well versed in the Common Core Standards, and will continue to support all of our teachers who work with ELLs in Title III activities.

Our Lead Literacy Teacher and Literacy Coach will continue to support teachers working with ELLs 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 monthly during scheduled 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 in target subgroups, including ELLs, and develop lessons aligned to content standards while differentiating content, process, and product.

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. Professional development sessions are held each Wednesday afternoon, from 2:20-3:40 PM.

Part C: Professional Development

There are also 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 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.

Below is an overview of the WHOLE GROUP sessions currently planned for/provided to teachers:

ONGOING: Fifteen Wednesdays from 11/2014 - 6/2015 - Supporting Students Through Inquiry: Addressing the Needs of Critical Subgroups (Including ESL) Service Providers: Jayne Godlewski (DOE Consultant, Former Leader, CFN 206), Robin Paletti, Lead Literacy Teacher (ELA, SpEd Certified), Lauren Davenport, Literacy Coach (ELA Certified).

ONGOING: Three Wednesdays from 11/2014 - 6/2015 - Achieve 3000: Differentiating Instruction for ELLs Through Technology Service Provider: Heather Chandlee, Curriculum Manager

ONGOING: 42 HOURS 10/22, 10/29, 11/4, 11/12 (Future Dates TBD) Center for Supportive Schools: Enhancing Students' Emotional Well-Being. Service Provider: Dr. Abby Attis, Ed.D

ONGOING: Fifteen Sessions 11/2014-6/2015 - Grade Level Cohort/Department Meetings: Analyzing Student Work, Strategizing to Support ELLs, SpEd Service Providers: Robin Paletti (Lead Literacy Teacher, ELA/SpEd), Lauren Davenport (Literacy Coach, ELA), Robert Dieckmann (Mathematics, Data Specialist), Emory Davis (Social Studies/SpEd)

10/1, 11/4/, 11/12 - Lesson Planning: Universal Design for Learning and the Gradual Release of Responsibility. Service Provider: Robin Paletti, Lead Literacy Teacher (Certified ELA, SpEd)

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: We will continue to hold Parent Association Meetings from 6-8 PM, once a month on the first Thursday of every month. Parents of all students are invited to participate. As all 9th and 10th grade 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. Translation services are made available for parents, conducted by staff members fluent in Spanish, Bengali, Chinese, and French. 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. Our Community Coordinator facilitates 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 trained as Peer Mentors through the Peer Group Connection Program. At these sessions, MVHS provides translation if needed.

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

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 2014-2015 school year is the following:

Summer 2014 Bridge Program for new MVHS students

9/17/2014 Curriculum Night for Parents

9/20/2014 Parent Association Meeting

10/25/2014 Parent Association Meeting

11/5/2014 Family Conferences

11/7/2014 Family Conferences

11/15/2014 Parent Association Meeting

12/20/2014 Parent Association Meeting

Part D: Parental Engagement Activities

- 1/17/2015 Parent Association Meeting
- 2/21/2015 Parent Association Meeting
- 3/21/2015 Parent Association Meeting
- 3/26/2015 Family Conferences
- 3/27/2015 Family Conferences
- 4/18/2015 Parent Association Meeting
- 5/16/2015 Parent Association Meeting
- 6/20/2015 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 (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. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

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.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____