



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **01M509**

School Name: **MARTA VALLE HIGH SCHOOL**

Principal: **STEVEN ARAGONA**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Marta Valle High School School Number (DBN): 01M509
Grades Served: 9-12
School Address: 145 Stanton Street New York, NY 10009
Phone Number: 212-473-8152 Fax: 212-475-7588
School Contact Person: Afifa Khanam Email Address: akhanam@schools.nyc.gov
Principal: Steven Aragona
UFT Chapter Leader: Robert Dieckmann
Parents' Association President: Michael Allen
SLT Chairperson: Nanette Pardo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yvonne Walker
Student Representative(s):

District Information

District: 1 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Ave., Room 711, New York, NY 10001
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: 212-356-3800 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 917-705-5856 Fax:

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Steven Aragona	*Principal or Designee	
Robert Dieckmann	*UFT Chapter Leader or Designee	
Michael Allen	*PA/PTA President or Designated Co-President	
Dexter Hannibal	DC 37 Representative (staff), if applicable	
Yvonne Walker	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mimi Woldermariam	CBO Representative, if applicable	
Ahmed Malik	Member/Parent	
Tracy Karas	Member/Teacher	
Trevor Romanzi	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) is meant as a tool 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 development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Marta Valle High School is a High school with approximately 300 students in grades 9 through 12. The school population is comprised of 42% Black, 49% Hispanic, 2% White, and 7% Asian students. The student body includes 8.2% English language learners and 24.2% special education students. Boys account for 39.4% of the students enrolled and girls account for 60.6%. The average attendance rate for the 2013 - 2014 school year was 78%.

Vision

At Marta Valle High School it is our core belief that all students possess the intrinsic capabilities to achieve at high levels. As educators, it is our primary responsibility to help students realize these capabilities, build upon them, and ensure that all of our students are equipped with the knowledge and skills to achieve college and careers with confidence and an awareness of how they intend to contribute to our larger society.

Mission

To achieve our vision, the Marta Valle High School community of educators emphasize professional learning, collaboration, and providing all students with rigorous instruction within the realm of a supportive and trusting environment. We foster positive relationships and encourage academically and socially responsible behaviors with all community stakeholders and tailor our curriculum and instruction toward subjects that are academically rigorous and culturally responsive to our students' needs and preferences. We also offer enrichment opportunities that engage students and further support the educational process. Through this framework of social emotional support and academic achievement, guided by professional learning and collaboration, we believe that all students at MVHS are provided with an educational experience that brings out their unique capabilities and will lead to success in their lives beyond high school.

Rigorous Instruction

- The four-core subject areas (English Language Arts, Mathematics, Science, and Social Studies) have been assigned an **instructional coach** from Teachers College Columbia University
- Every teacher will meet with an assistant principal weekly to **receive direct feedback on practice**, analyze formative assessment data, and prepare for implementation of effective instructional strategies
- **Freshmen** now have a greater **emphasis on Math & Science** instruction
- **Sophomores** now have a greater **emphasis on Social Studies** instruction
- **Juniors** now have a greater **emphasis on English Language Arts** instruction
- **Seniors** now have a greater **emphasis on college readiness** through individualized college counseling

Supportive Environment

- School programming has been restructured to create more opportunities for students to earn credit each semester by making sure that every transcript is aligned to an individualized student program
- Marta Valle High School has increased its focus on creating a "college-going culture" with differentiated and accelerated college support through new and existing partnerships.
- **Freshmen and Sophomores** are now receiving direct support from NYU College Advising Corps.
- **Juniors** are now receiving direct support from College for Every Student

- **Seniors** are receiving direct support from the Beacon Program through Grand Street Settlement and enrolling in higher rates of College Now courses than ever before.
- **College Readiness Team** – Meets weekly to ensure that all college partners (NYU CAC, CFES, Beacon, College Now) are collaborative and tailoring college readiness programs to all grade-levels with scaffolded support
- **Student Support Team** – Meets weekly to ensure that the learning environment at Marta Valle HS is supportive and implementing restorative, not punitive, approaches to discipline
- **Attendance Team** – Meets weekly to develop strategies to increase our school attendance rate and ultimately our graduation and college acceptance rate
- Extended Learning Time Activities are growing and currently include:
 - After school and Saturday academic and enrichment programs
 - Tutoring and Mentoring Programs
 - Music and Mixed Media Clubs
 - Athletic Teams

Collaborative Teachers

- All teachers have been programmed for one period per day to meet in **department and grade-level teams** to align their instruction to standards, ensure coherence across subject-areas and grade-levels, and analyze authentic assessment data
- **Department Teams** will focus on ensuring that units of instruction are standards-based, responsive to student learning needs, and differentiated for diverse groups of learners
- **Grade-Level Teams** will closely monitor progress toward graduation for their cohort using inquiry cycles, focus groups, and individual counseling

Effective Leadership

- This year, the Principal is leading 80-minutes of professional learning on Monday afternoons with teachers
- The school has begun to organize an Instructional Leadership Team comprised of the Principal and Lead Teachers to plan professional learning opportunities for all staff
- We have partnered with our Manhattan Field Office to receive direct support and training for our staff members in critical areas of our school such as Guidance, Attendance, and Special Education

Strong Family-Community Ties

- We are also currently close to the final stages of securing partnerships with the **NYU Metro Center and Partnership with Children** to help meet the social and emotional needs of our students and families.
- We are currently interviewing candidates for the position of **Parent Coordinator**, a role that has been vacant at Marta Valle since 2012.
- We have opened a new **Family and Community Support Office** on the first floor of our building for family and community members to play a greater role in school decision-making and to utilize as a resource for various issues such as career counseling, stress management.

01M509 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	364	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	24	# Music	9	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.7%	% Attendance Rate			77.5%
% Free Lunch	78.1%	% Reduced Lunch			6.0%
% Limited English Proficient	8.2%	% Students with Disabilities			25.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			41.1%
% Hispanic or Latino	48.9%	% Asian or Native Hawaiian/Pacific Islander			6.5%
% White	1.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)			6.82
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	59.5%	Mathematics Performance at levels 3 & 4			47.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	59.4%	% of 2nd year students who earned 10+ credits			44.9%
% of 3rd year students who earned 10+ credits	49.5%	4 Year Graduation Rate			48.3%
6 Year Graduation Rate	64.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	I
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school's last Quality Review suggested the need for more rigorous and coherent curricula, including the need for assessments to be more effectively aligned to Common Core Learning Standards (CCLS). Additional curricula targeting the arts, technology, and other enrichment opportunities was also cited as an area of improvement. There was also an identified need to modify instruction more appropriately for targeted subgroups, in order to maximize student learning for all. The review team also indicated that, while teachers do meet regularly in grade level teams, clearer expectations for learning outcomes were needed. Teachers have not implemented comprehensive systems for the use of formative and summative assessments for strategic short and long-range curriculum and instructional planning and according to the review, this must also be a focus.</p> <p>In response, the school's master program has been restructured so that teachers can meet in collaborative teams every day. Three days a week, teachers work in department teams where they implement strategies they have learned in the weekly professional learning series on Monday afternoons (80 minutes). These professional learning opportunities are lead by the principal and focused on creating rigorous curricula that are aligned to CCLS and content level standards and rooted in authentic assessment. Teachers learn how to develop formative and summative performance tasks that are aligned to standards (CCLS and content), how to develop learning plans that work backwards from the task, how to analyze student work products to identify learning needs, and how to identify and implement effective practices into lesson plans to enhance student learning and success. As experience this professional learning, they apply the</p>		

knowledge gained through the collaborative work of their department teams and with the support of school leaders and instructional coaches.

Two days a week, teachers meet in cohort teams where they use student college readiness data to monitor academic progress and apply appropriate intervention and enrichment strategies to sub-groups of students according to their needs. These teacher cohort teams are supported by the school administration and serve as a collaborative space to expand opportunities for student success toward graduation, college, and careers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 85% of teachers will ensure engaging, rigorous and coherent curricula in all subjects, aligned to Common Core and content standards and accessible for a variety of learners. This will be evidenced in classroom observations as students will experience rigorous learning tasks that are aligned to grade-level CCLS and content standards. This will also be evidenced in student work products that reflect mastery and/or movement toward mastery of grade-level standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Utilize the expertise of instructional coaches for each subject-area from the Institute for Student Achievement (ISA) in order to build instructional practices aligned to CCLS and NYS content standards 	<p>All teachers</p>	<p>Sept. - June</p>	<p>Teacher Leaders, ISA Instructional Coaches, School Leaders</p>
<ul style="list-style-type: none"> • Increase the frequency of observations and direct feedback from school leaders 	<p>All Teachers</p>	<p>Sept. - June</p>	<p>School Leaders</p>

<ul style="list-style-type: none"> Ensure teachers receive support through coaching sessions and are held accountable to high expectations aligned to student learning outcomes in post-observation and scholarship conferences. 	All students	October – January, March - June	Teachers, School Leaders
<ul style="list-style-type: none"> Use Monday professional development to strengthen instructional focus throughout school community so that teachers demonstrate evidence of continued professional learning particularly around serving students with special needs 	All Teachers	Sept.– June	Teachers, School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SIG funding for ISA Coaches to visit once per week for 35 weeks, Tax Levy and Title I for Teacher Salaries											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the mid-point of the school year, February 2016, school leaders and teacher teams will evaluate the progress of our plans against the collected observational data and student work products. We will also use common assessments aligned to CCLS and content standards to measure student progress against baseline assessments administered in September.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school must create a respectful inclusive environment. School stakeholders who can implement restorative approaches are needed to help build a respectful, environment of high expectations for all. Partner with programs to support the social and emotional needs of students and families are needed. Teachers who can implement inclusive classroom practices and approaches to discipline and demonstrate a commitment to high expectations are needed.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will develop and implement restorative approaches to school-wide discipline which will engage students and families and support students’ social and emotional development and respect for all. This will be evidenced through student surveys that measure the extent to which students feel safe, supported, and challenged in the school and in classrooms.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Hire additional staff to implement restorative approaches to school-wide discipline and who have demonstrated experience with doing so. 	All students	September 2015 – June 2016	School Leaders, Guidance Counselors, Student Support Coordinators
<ul style="list-style-type: none"> • Teachers implement inclusive classroom practices and approaches to discipline and demonstrate a commitment to high expectations 	All students	September through June	School leaders, Guidance Counselors, Student Support Coordinators, Teachers, NYU Metro Center
<ul style="list-style-type: none"> • Partner with programs to support the social and emotional needs of students and families (NYU Metro Center, Partnership with Children, in particular) 	All Students	September through June	School leaders, Guidance Counselors, Student Support Coordinators, Teachers, NYU Metro Center, Partnership with Children
<ul style="list-style-type: none"> • Increased focus on creating a “college-going culture” with differentiated and accelerated college support through new and existing partnerships (Grand Street Settlement, College for Every Student, NYU College Advising Corps.) 	All students	September through June	School leaders, Guidance Counselors, Student Support Coordinators, Teachers, Grand Street Settlement, College for Every Student, NYU College Advising Corps.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy funding to hire Lead Student Support Coordinator, Tax Levy to hire additional Student Support Coordinator Per Diem, SIG funding to establish partnership with NYU Metro Center, NYU College Advising Corps., Partnership with Children, 21st Century funding to continue partnership with Grand Street Settlement and College for Every Student

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

At the mid-point of the school year, February 2016, school leadership in collaboration with the above-mentioned key personnel will evaluate the progress of this goal using student survey data, anecdotal data recorded in our internal school database, Skedula, and the NYCDOE OSYD database, OORS and SOHO.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
The 2014-2015 Quality Review found that the development and planning of curricula and academic tasks that promote rigorous habits vary across subjects. The report also stated that students have limited access to rigorous tasks that promote cognitive learning and that curricula and academic tasks inconsistently emphasize rigorous habits and higher order skills and do not reflect planning to intellectually engage all learners, including SWDs.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
ELEMENT: COLLABORATIVE TEACHERS
By June 2016, at least 85% of teachers will collaborate in teams to systematically collect and analyze student formative and summative assessment data and other evidence of student learning to determine learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth. This will result in educators developing the knowledge and skill to meet the diverse learning needs of all students and in 85% of students being exposed to rigorous academic tasks that are aligned to CCLS and content grade-level standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Principal in collaboration with ISA coaches will develop effective team structures and protocols centered on building teacher capacity to meet the instructional needs of students 	Teachers	Sept.-June	Principal, ISA Coaches, Teachers
<ul style="list-style-type: none"> • Provide teachers with concentrated time to meet in teacher teams to plan, look at student work, share best practices, and track student progress toward graduation and college that will result in improved student learning, and instruction that is aligned to grade-level standards 	Teachers	Sept. -June	Principal, ISA Coaches, Teachers
<ul style="list-style-type: none"> • Teachers will use data to inform instructional decisions as captured in units and lesson plans, as well observational feedback connected to the Danielson Framework for Teaching 	Teachers	Sept.-June	School Leaders, Teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>SIG funding for ISA Coaches to visit once per week for 35 weeks, TL and Title I for Teacher Salaries</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 60% of teachers will demonstrate "effective" practice in Danielson 3d (using Assessment in Instruction), as measured by teacher observation reports.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	I
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
School leaders are needed who have knowledge and experience implementing structures that improve positive school culture improvement initiatives and who are able to effectively manage time and ensure smooth operation of school. School leaders are also needed who can set clear goals, establish a long-term vision and mission for school improvement, and who can make strategic decisions around student programming, school finance, safety, and instruction.		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
School leaders will align student outcomes with educator performance and curriculum standards resulting in every teacher receiving feedback on practice at least twice per month. This will result in closer alignment between teacher performance ratings and student outcomes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • School leaders will evaluate multiple sources of information to assess effectiveness in improving professional practice and student learning. 	<p>Teachers and Students</p>	<p>Sept-June</p>	<p>School Leaders</p>
<ul style="list-style-type: none"> • Principal, with support from the Manhattan Field Center and the Superintendent’s team, will provide training and support to assistant principals in developing operational capacity 	<p>Assistant Principals</p>	<p>Sept-June</p>	<p>Principal, Superintendent's Team, Manhattan Field Support Center</p>
<ul style="list-style-type: none"> • Principal, with support from the Superintendent’s team, will develop a strategic plan centered on the instructional focus that ensures every teacher receives twice monthly observations and coaching sessions with assistant principals and ISA coaches. 	<p>Teachers</p>	<p>Sept-June</p>	<p>Principal, Superintendent's Team, Assistant Principals, ISA Coaches</p>
<ul style="list-style-type: none"> • Principal will reorganize Guidance and Student Support Departments to incorporate clear benchmarks and accountability towards increased attendance, and lower suspension rates 	<p>Students and Families</p>	<p>Sept-June</p>	<p>School Leaders, Guidance Counselors, Student Support Coordinators, NYU Metro Center, Community Coordinator, Attendance Team</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy for school staff, SIG for Guidance Counselors, ISA Coaches, and NYU Metro Center</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>

	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, school leaders will have observed 100% of teachers at least eight times, with actionable feedback offered and monitored for progress towards teacher and school goals.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	I
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
HEDI results suggest that the Marta Valle community needs to more effectively communicate high expectations for student achievement to students and families. School staff need to communicate student needs and strengths with families and community stakeholders more effectively and more frequently.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, we will enhance systems and structures aimed at communicating high expectations to students and families, as evidenced by a 15% of families attending monthly school-wide events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Convene a committee of staff and family members to ensure recruitment, marketing, and branding of programs and activities offered at the school are cohesive in order to enhance the name and reputation of the school 	<p>Students, families</p>	<p>Sept - June</p>	<p>School Leaders, School Staff, Students, Families, Community Coordinator</p>
<ul style="list-style-type: none"> • Utilize the Parent Association to generate a public calendar of fundraising, spirit events, and professional learning sessions, to ensure parents and families are able to take advantage of engaging school-family-community offerings and increase in the number of opportunities to actively support the school and their personal and professional development as well as increase opportunities for teachers to directly interface with families 	<p>Families</p>	<p>Sept - June</p>	<p>School Leaders, Parent Association, Community Coordinator</p>
<ul style="list-style-type: none"> • Staff develop partnerships with families through direct and ongoing communications about academic progress, attendance, and opportunities for AIS and enrichment 	<p>Students and Families</p>	<p>Sept - June</p>	<p>Guidance counselors, Parent Coordinator</p>
<ul style="list-style-type: none"> • Our Community Coordinator will prepare regular mailings and phone calls home to keep parents updated on their students’ progress, and on opportunities and supports available in school and our community to meet the social, emotional, and physical needs of our students. 	<p>Students and Families</p>	<p>Sept - June</p>	<p>School Leaders, Partnership with Children Social Workers, Community Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy funding for staff salaries, SIG funding for part of Guidance Counselor salary and Partnership with Children CBO, 21st Century and SIG funding for AIS and enrichment											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 , school teams will evaluate the progress of our plans against the collected data. We will look at the attendance of parents at monthly school community events.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
To ensure ELT and enrichment time allows students to participate in activities that improve their access to engaging and academically rigorous clubs that are supportive, and facilitate positive relationships amongst students, staff, and the school community as a whole.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.			
The target population served by the ELT program is all students and will be differentiated by need and preference.			

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • 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. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • 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. • Engage in outreach activities made to families.
Principal will conduct a needs assessment of ELT program to ensure alignment between program, student needs, and clear student achievement outcomes. We will then integrate our academic courses and ELT through the use of CCLS-aligned curricula in the core academic subject areas and physical education. Students in need of academic courses for graduation will be programmed for these courses and their families notified. Students who are in need of tutoring will also be encouraged to participate and their families informed. Students who want to participate in tutoring or serve as tutors will have the opportunity as well. Enrichment clubs will be offered and subsidized through the school's 21st Century grant and include Robotics which will be offered to NYSAA students. Music, Video Production, and Dance will

also be offered to all students interested through the 21st Century grant as will Anime, Student Government, and Art Club, all of which will be made available to every MVHS student. Athletic clubs including basketball, volleyball, and rugby will be made available to all interested students.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The administrative team oversees and implements the ELT program as well as school-based staff. We will also work with 21st Century grant partners as well.

Part 4b. Timeline for implementation and completion, including start and end dates.

Planning in September 2015. Implementation in late October 2015 to June 2016.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Mid-point Benchmarks

- Greater number of students on-track for graduation in four years by February 2016 both in terms of credit accumulation and Regents requirements.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, less students, particularly in cohort R will be in need of January Regents Exams. Students in cohorts R, S, and T will have accumulated more credit and therefore be closer to achieving graduation in four years.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: 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, formative assessments, summative assessments, exit slips, classwork, projects, homework and parental requests.	All 11 th grade students will 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.	Whole group, small group, or one on one instruction	During the school day, after school from 2:30 PM to 5:30 PM.
Mathematics	Regents Exams, formative assessments, summative assessments, exit slips, classwork, projects, homework and parental requests.	All 9 th grade students will 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 will be programmed for small group instruction after school from either 2:30PM - 4:00PM or 4:00PM - 5:30PM three days per week. All students are also given the opportunity to participate in after school tutoring.	Whole group, small group, or one on one instruction	During the school day, after school from 2:30 PM to 5:30 PM.
Science	Regents Exams, formative assessments, summative assessments, exit slips, classwork, projects, homework	All 9 th grade students will receive an additional period of instruction daily in Living Environment during the Spring semester. These	Whole group, small group, or one on one instruction	During the school day, after school from 2:30 PM to 5:30 PM.

	and parental requests.	additional periods are intended to afford students with deeper learning opportunities that expose them to scientific inquiry.		
Social Studies	Regents Exams, formative assessments, summative assessments, exit slips, classwork, projects, homework and parental requests.	All 10th grade students will receive an additional period of instruction daily in Global History. These additional periods will center around historical analysis, document inquiry, analyzing non-fiction texts, and evidence-based writing.	Whole group, small group, or one on one instruction .	During the school day, after school from 2:30 PM to 5:30 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 will be provided daily by two Guidance Counselors, and a CBO, Partnership with Children. Students receive counseling on a broad range of issues including academic services, attendance and dropout prevention, study habits, substance abuse prevention, teen pregnancy, relationship abuse, depression and anxiety and many more social and emotional issues.	Small group and one on one.	During the school day, after school from 2:30 PM to 5:30 PM.

Section 8: 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 Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide 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.
We have designed our master program to ensure that at least 80% of teacher course assignments align to their NYS license and certification area.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Professional development is provided by directly by the Principal, the Superintendent's Team, the Manhattan Field Support Center, and the NYU Metro Center. Teachers are also supported with implementation of new knowledge and skills by assistant principals and ISA instructional coaches.

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/information, 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 instructional focus for the 2015-2016 school year at MVHS states that "The professional learning community at Marta Valle High School will use authentic classroom and common assessments to identify student learning needs and strengthen instructional strategies to meet those needs." The principal has designed a professional learning series where every Monday teachers participate in professional learning opportunities that support the full integration of CCLS-aligned units of study grounded in the use of formative and summative assessment. They then continue and strengthen this work with ISA instructional coaches and school leaders in subject-area departments collaboratively three times a week.

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

Directions: All Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	269,442.00	X	13, 15, 19 and 21
Title I School Improvement 1003(a)	Federal	900,000.00	X	13, 15, 19 and 21
Title I Priority and Focus School Improvement Funds	Federal	73,659.00	X	13, 15
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,229,169.00	X	13, 15, 19 and 21

¹Explanation/Background:

Title I Schoolwide 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, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

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

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

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

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 – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an 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 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 on 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>32</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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.

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: Univseral Design for Learning and the Gradual Release of Responsibility. Service Provider: Robin Paletti, Lead Literacy Teacher (Certified ELA, SpEd)

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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

Part D: Parental Engagement 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

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 	_____	_____

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.
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)		
Travel		
Other		
TOTAL		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal Steven Aragona	Assistant Principal Afifa Khanam
Coach Diane Giorgi	Coach Terry Born
ENL (English as a New Language)/Bilingual Teacher Daniel Klein	School Counselor Mayra Perez
Teacher/Subject Area /Robin Bacigalupo/Sp.Education	Parent type here
Teacher/Subject Area type here	Parent Coordinator Dexter Hannibal
Related-Service Provider Katia Guarna	Borough Field Support Center Staff Member type here
Superintendent Marisol Bradbury	Other (Name and Title) Ellen Friedland (Secretary)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	276	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	13
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more 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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL				2	0	1	19	1	13	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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										1	7	5	4	0
Chinese													1	0
Russian														0
Bengali													1	0
Urdu														0
Arabic														0
Haitian														0
French													1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other AH										1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1			2	0
Emerging (Low Intermediate)											1		1	0
Transitioning (High Intermediate)											1	4		0
Expanding (Advanced)										1	5	1	4	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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	2	2	2	1	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4	0	1	0
Integrated Algebra/CC Algebra	5	0	1	0
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	4	0	2	0
Living Environment	3	0	1	0
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	0	0	0
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA	4	0	4	0
NYSAA Mathematics	4	0	4	0
NYSAA Social Studies	4	0	4	0
NYSAA Science	4	0	4	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 ENL methodology across content areas. Multiple assessment tools including teacher created authentic Baseline Assessment, The Measures of Student Learning Performance Assessment and the Achieve 3000 reading assessment are administered twice yearly to measure baseline performance and student growth. Additional data is derived through the yearly NYSESLAT/NYSITELL scores and from teacher-made assessments such as major writing assignments and oral presentations. Data analyses are conducted by our ENL Teacher, our Assistant Principal, Data Specialist and or coaches who work collaboratively with teachers to develop research-based ENL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students. For support in conducting data analysis and implementing ENL strategies, consultants provide staff development to ENL teachers, as well as to mainstream teachers who work with ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data from the NYSESLAT and NYSITELL reveals that the majority of our ELLs (#) are emerging, transitioning (formerly intermediate), and commanding (formerly advanced) (#) ELLs with few entering (formerly beginner) ELLs(#). We also have a significant number of former ELLs (#). Our total ELL population, and our entering, emerging, transitioning and expanding sub-populations are divided relatively evenly between grade 9 (#), grade 10 (#) and grade 11 (#), with very few ELLs (#) in grade 12.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) The 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 ENL 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 ENL 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

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

Assessment results on the NYSESLAT, NYSITELL 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 target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

In order to monitor success of our ENL 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The Marta Valle intake team including the ENL teacher, assistant principal, parent coordinator and personnel secretary ensure that the following steps are in place for the initial identification of those students who may be ELLs. At the time of enrollment, a licensed pedagogogue administers a Home Language Identification Survey (HLIS) to parents to identify which language the child speaks at home. As part of the HLIS the licensed pedagogogue Mr. Dfaniel Klen interviews the student and parents. Bilingual staff members

(Assistant Principal- Afifa Khanam, Bengali, Guidance Counselor- Mara Perez, Paraprofessionals, Miriam Gomez, Fatima Pena, Miladys De La Santos, Spanish, Paraprofessionals Ahmed Mizir and Md. Ali, Bengali) interpret in the parents' home language when necessary. Next, when our staff collects the home language survey from parents and determines that a language other than English is spoken in a child's home, then ENL teacher conducts a more extensive interview with the student to determine eligibility for the NYSITELL. If eligible, the ENL teacher then administers the NYSITELL to the student in order to determine their ENL proficiency level. Should a student score below commanding (formerly proficient) on the NYSITELL, then the child is eligible for services as an ELL. For all students whose home language is Spanish, a licensed pedagogue administers the Spanish LAB to determine the student's proficiency in Spanish. Students who are eligible for the NYSITELL are tested within 10 days of enrolling at school.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: Our SIFE student is an Alternative Assessment student who took NYSESLAT Exam last year and we used that data to identify his ELL status.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a new student with an IEP is determined to have a home language other than English based on the HLIS, The Language Proficiency Team (LPT) including the ENL teacher, special education director, Assistant Principal and the students's parent meets to determine whether the student has language acquisition needs. The LPT reviews the students history of language use at home, the results of assessments conducted in the students' home language, and information provided by the Committee on Special Education to determine whether the students' disability is the determining factor affecting whether the student can demonstrate proficiency in English. If the student's disability is deemed the the determining factor affecting the student's language proficiency, the LPT determines that the student does not have language acquisition needs. The LPT sends a recommendation to the principal and superintendent for review. If accepted, the student does not take the NYSITELL and is considered a non-ELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Marta Valle intake team coordinator Dexter Hannibal 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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here: We only provide free standing ESL program but we inform our parents about schools that offer Bilingual Instruction. We also ensure that parents are aware of their right to appeal within 45 days by sending letter and phone calls.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL). Our assistant principal 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 ENL), we describe the current Marta Valle ENL Model, which is a freestanding ENL program. Our ENL program includes self-contained classes in English as second language, integrated ENL/ELA classes 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. We make sure that this process occurs within the mandated 10 day timeline required under State regulations.

Additional supports for ENL 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).

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The intake team records the completed and returned Parent Survey and Program selection forms on a spreadsheet and keeps the spreadsheet on file in the program office. Parents are contacted by phone and in writing if necessary to ensure that all forms are returned.
9. Describe how your school ensures that placement parent notification letters are distributed. The intake team ensures that placement notification letters are sent to parents within 5 days of administering the NYSITELL exam. Sending of placement notification letters is recorded on a spreadsheet and kept on file in the program office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All student documentation including HLIS and entitlement letters are kept on file in the program office.
11. 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 ENL 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After NYSESLAT scores are received, the Marta Valle intake team sends out continued entitlement and transitional support letters. Sending of letters is recorded on a spreadsheet and kept on file in the program office.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the program choices of Free Standing ENL program, Transitional Bilingual Education and Dual Language, the trend is to for parents to select our Free Standing ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

At Marta Valle High School, entering (formerly beginner) and emerging (formerly lower-intermediate) ELLs are placed in both standalone ENL classes and integrated ENL/ELA classes. Transitioning (formerly upper-intermediate) expanding (formerly advanced) and commanding (formerly proficient) are placed in integrated ENL/ELA classes only. ENL and integrated ENL/ELA classes are mixed grade level and mixed proficiency level.

The standalone ENL classes and the integrated ENL/ELA classes are taught by the ENL teacher who is dually certified in ELA 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.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

MVHS staff ensures that the mandated number of instructional minutes in the ENL classes and the integrated ENL/ELA classes are provided according to the students' language proficiency level based on the NYSESLAT or NYSITELL results. Our standalone ENL and integrated ENL/ELA program is designed to meet students' mandated ENL instruction as per CR Part 154 regulations. Our entering ELLs receive 2 units of ENL and 1 unit of integrated ENL/ELA, our emerging ELLs receive 1 unit of ENL and 1 unit of ENL/ELA, our transitioning and expanding ELLs receive 1 unit of ENL/ELA and our commanding ELLs students receive .5 units of ENL/ELA.
3. Describe how core content is delivered in each program model. 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 core content classes use the following instructional and approaches and methods to make content comprehensible for ELLs:

 - Teacher knowledge level is sustained through ongoing professional development.
 - Teachers utilize scaffolds and graphic organizers to support ELLs
 - Accommodations such as bilingual dictionaries and home-language reading materials are made available to ELLs.
 - Students participate in an instructional program that is aligned with mandated ENL/ELA content learning 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 ENL 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 home 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?

In addition to evaluation on standardized tests including the NYSESLAT, NYSITELL, Gates-MacGinitie and MOSL, ELLs are periodically evaluated with teacher-made assessments including major writing assignments such as argument essays and research papers, oral presentations, vocabulary quizzes and exams.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Class work is differentiated based on student skill level and review of ARIS and HSST data by the ENL teacher. The following is a description of how we differentiate instruction to serve our ELL subgroups:

- a) Our instructional plan for SIFE students include providing vocabulary study where the ENL teacher identifies the root word, the prefix, the suffix, and teaches Tier II and Tier III words with close attention to student comprehension. The ENL 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 reading material at their reading level in their native languages when appropriate. SIFE students are also given opportunities to demonstrate their knowledge through oral presentations and visual aids in addition to reading and writing. Instruction for SIFE students includes an emphasis on academic behaviors such as note taking, study skills and respectful discussion skills.
- b) Newcomer students receive the appropriate number of minutes of instruction daily based on their NYSESLAT/NYSITELL level. We offer those students after-school and Saturday school tutorial assistance. Newcomer students are provided with age-appropriate reading material at their reading level as well as home-language reading materials. Culturally relevant material such as immigrant memoirs and readings about their home countries are incorporated into lessons and students are encouraged to share and present information about their home country.
- c) The developing ELLs are provided increasingly challenging reading material in English and increasingly challenging writing assignments. They are provided instructional help by the ENL and ELA faculty. 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. Instruction focusses on reading and writing skills and academic vocabulary.
- e) former ELLs continue to receive integrated ENL/ELA instruction for two years. Instruction focusses on advanced reading and writing, use of academic vocabulary and higher order thinking.
- f) The current and former ELLs take tests in separate rooms and are given extended time for test.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

In Cohort meetings, team members review ELL subgroups' academic progress . Also, students' performance in their classes and their test scores are reviewed to determine the success of their re-identification as ELLs. Additionally, students and parents are consulted to determine their satisfaction with the service.

8. 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 ENL teachers as well as the special education staff. They receive after-school tutoring services. They have the access to computers. The special needs students also receive counseling from a guidance counselor and services from related service providers as indicated in their IEPs.

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

All students take art, music and physical education and Video production classes in an inclusive setting for all students. Students also eat lunch with the entire student body. Our school uses careful programming and collaboration between the ENL and special education teachers to meet the diverse needs of of ELLs with disabilities. We program them in ENL classes based on their NYSESLAT proficiency level for ENL instruction, then we program them in special education classes based on their IEPs and their disability classification. Our ENL 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

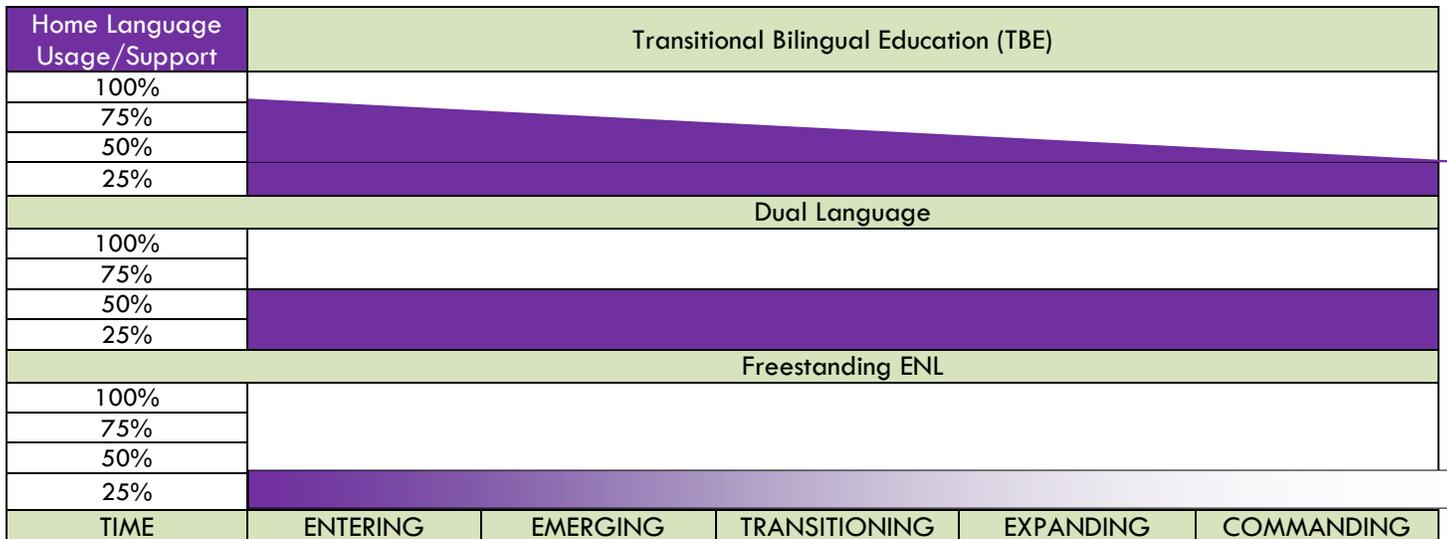


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 programs, lunch clubs, 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.
11. 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 member Daniel Klein 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.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: We will continue to incorporate Achieve 3000 program for our ELL instruction.
13. What programs/services for ELLs will be discontinued and why?
No programs or services will be discontinued at this time. our parents express satisfaction of the program we provide to our ELLs.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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.
17. Explain how the school ensures all required services/resources support and 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 ELLs with disabilities receive speech therapy, physical therapy, occupational therapy, and counseling services as indicated in their IEPs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We offer the Summer Bridge Program to our newly enrolled ELLs. We also offer tutoring services during lunch and after school time slots.
19. What language electives are offered to ELLs?
We offer Spanish and French
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
In addition to school facilitated PD, ISA consultants provide staff development to ELL teachers or to mainstream teachers with ELLs. We reach out to the ELL content specialist as well as our SPED content specialist to conduct a series of sequential workshops.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Assistant Principal and Guidance counselors and 9th grade teacher team members meet once a week to receive and exchange ideas from each other work with students to lead activities to help the ninth graders get comfortable in the new environment.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
In addition to everything described above, we send the ESL team to attend various conferences on literacy and second language acquisition. All records are kept in assistant principal's office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: We invite parents to meet with teachers and administrators to discuss goals of the program and review students' performance data with them.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here: We keep records in our program office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We hold a parents meeting every month. At this monthly parent meeting, our assistant principal and ESL teacher work with the parents to support them. We also have translators available to assist our parents. In addition our assistant principal plans with the parent association president in order to serve our ELL parents appropriately and timely.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Grand Street Settlement conducts a "Beacon Program" at MVHS, which is open to our students as well as children and adults from the neighborhood. Afternoon and evening GED, ESL, dance and drama classes are offered. Homework support is also provided.

5. How do you evaluate the needs of the parents?

The Language Acquisition Team is part of the needs assessment process for our ELL parents and our future parent workshops will be based on parent feedback and reflect their interest and need.

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M509** School Name: **Marta Valle**
Superintendent: **Bradbury**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According to the home language surveys, Spanish is the home language for the majority of our ELLs (17 students). We also have ELLs for whom Bengali (1 students) and Chinese (1 students), French (1

student), Amhric (1 student) is the home language.

We are mindful of the fact that many of the families of students who are not ELLs likewise have translation needs. At present, while 190 of our students' families speak English at home, for 50 families, Spanish is the primary language. 4 families are Bengali speakers, 1 speak Chinese, and in a small number of homes (1 each) French and Amhric is the primary language spoken.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parents-Teachers' conferences- Sep.30.2015, Nov. 19, 2015, Nov,20, 2015, March 10, 2016& March 11, 2016, May 10 , 2016, Parent association meetings once a month, IEP meetings through out the school year, Parent meetings with guidance counselors, deans and administrators based on needs through out the school year regarding academics, attendance and behavioral concerns. Daily phone calls for attendance and latenesses are also translated in students' home languages.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school identified personnel who provide interpretation to the families when they need the service. We provide interpretation services via phones by school personnel who speak the language of students' families.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

N/A

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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 Community 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our community coordinator Dexter Hannibal meets one on one with parents and ask questions regarding language services we provide to our families and use that information to plan effectively in the future.