



MARBLE HILL HIGH SCHOOL FOR INTERNATIONAL STUDIES

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: MARBLE HILL HIGH SCHOOL FOR INTERNATIONAL STUDIES
ADDRESS: 99 TERRACE VIEW AVENUE, BRONX, NY, 10463
TELEPHONE: 718-561-0973
FAX: 718-561-5612**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X477 **SCHOOL NAME:** Marble Hill High School for International Studies

SCHOOL ADDRESS: 99 TERRACE VIEW AVENUE, BRONX, NY, 10463

SCHOOL TELEPHONE: 718-561-0973 **FAX:** 718-561-5612

SCHOOL CONTACT PERSON: KIRSTEN LARSON **EMAIL ADDRESS:** KLARSON2@SCHOOLS.NYC.GOV

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mary Helen Hughes

PRINCIPAL: KIRSTEN LARSON

UFT CHAPTER LEADER: Pat Bernal

PARENTS' ASSOCIATION PRESIDENT: Daniela Breton

STUDENT REPRESENTATIVE:
(Required for high schools) Bereket Ghebremedhin

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** New Visions for Public Schools

SSO NETWORK LEADER: Smith, Derek

SUPERINTENDENT: Doris Unger

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|-------------------|---|---|
| KIRSTEN LARSON | Principal | Electronic Signature Approved. Comments: Approved yes |
| Pat Bernal | UFT Chapter Leader | Electronic Signature Approved. Comments: Approved |
| Mary Helen Hughes | UFT Member | Electronic Signature Approved. Comments: Approved |
| Wanda Dingman | UFT | Electronic Signature Approved. |
| Elaine Jones | PA/PTA President or Designated Co-President | |
| Daniela Breton | PA/PTA President or Designated Co-President | |
| Linda Marquez | Parent | |
| Ellen Banks | Student Representative | |
| Aboubacar Kaba | Student Representative | |

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Marble Hill High School for International Studies is a small, college preparatory school for students interested in foreign languages, international studies and being a part of a diverse student body. A New Visions School and a federal magnet school, it was created with a focus on international connections, global awareness, and language learning.

Since Marble Hill opened in 2002, it has been established as a school of academic distinction and has received the following recognitions and awards:

- "A" and a 97.5 score on the 2007-08 New York City Department of Education Progress Report for School Report Card
- "A" and a 98.1 score on the 2006-07 New York City Department of Education Progress Report for School Report Card
- "Outstanding" Evaluation in the November 2007 New York City Quality Review
- Awarded silver medal by U.S. News and World Report for America's Best High Schools in 2007
- Named one of New York City's best public schools in "New York City's Best Public High Schools: A Parents' Guide" 2007 and 2008
- Awarded silver medal by U.S. News and World Report for America's Best High Schools in 2007
- Named one of New York City's best public schools in "New York City's Best Public High Schools: A Parents' Guide" 2007 and 2008

Named one of Best High Schools by New York Post 2009 Guide

Other features of the school include: advisory, student council, advanced placement classes, community service, peer mediation, peer tutoring, technology assisted instruction, DreamYard arts residencies, educational travel exchanges, clubs and athletic teams, and an extended-day program and Saturday Academy.

The school works with universities and community-based organizations including Lehman College Now Program, Peace Corps Fellows at Teachers College, DreamYard Project, Theater Development Fund, Lincoln Center Theater, Minds Matter, Human Rights Commission and Building with Books.

Our Mission

The mission of the Marble Hill School for International Studies is to develop in each student the necessary skills to acquire and apply knowledge. Students are provided with a social, emotional and physical environment that is nurturing, supportive, intellectually challenging and conducive to learning. Students are empowered to become self-directed, life-long learners inspired by their personal quest for understanding of themselves and the global society in which they live.

Our Beliefs

The Educational Philosophy of Marble Hill School for International Studies embodies the following beliefs about education and learning:

- Student learning is the chief priority and focus of the school.
- Learning must occur through valuable and meaningful experiences.
- Learning must engage students' unique gifts, passions and rights.
- Students learn best in heterogeneous settings using collaborative grouping and a variety of instructional approaches.
- Fluency in more than one language is an asset for the student, the school and the community.
- Language learning promotes awareness and tolerance of other cultures
- Teachers have greater commitment to the school when their roles become that of counselors, advisors and facilitators.
- Sharing responsibilities as members of the school community creates a supportive learning environment.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|---------|---|---------|--|--------------|----------|----------|
| School Name: | | Marble Hill High School for International Studies | | | | | |
| District: | 10 | DBN: | 10X477 | School BEDS Code: | 321000011477 | | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | | 11 |
| | K | | 4 | | 8 | | 12 |
| | 1 | | 5 | | 9 | √ | Ungraded |
| | 2 | | 6 | | 10 | √ | |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 | <i>(As of June 30)</i> | 2006-07 | 2007-08* | 2008-09 |
| Pre-K | 0 | 0 | 0 | | 93.0 | 92.5 | 92.5 |
| Kindergarten | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 1 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2006-07 | 2007-08 | 2008-09 |
| Grade 2 | 0 | 0 | 0 | | 94.7 | 97.6 | 97.8 |
| Grade 3 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | |
| Grade 4 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 |
| Grade 5 | 0 | 0 | 0 | | 80.3 | 80.6 | 86.1 |
| Grade 6 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 7 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2006-07 | 2007-08 | 2008-09 |
| Grade 8 | 0 | 0 | 0 | | 1 | 1 | 73 |
| Grade 9 | 124 | 104 | 112 | Recent Immigrants - Total Number: | | | |
| Grade 10 | 106 | 117 | 109 | <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 |
| Grade 11 | 112 | 96 | 123 | | 50 | 37 | 32 |
| Grade 12 | 87 | 101 | 83 | Special Education Enrollment: | | | |
| Ungraded | 0 | 0 | 1 | <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 |
| Total | 429 | 418 | 428 | | | | |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 | <i>(As of June 30)</i> | 2006-07 | 2007-08 | 2008-09 |
| # in Self-Contained Classes | 3 | 0 | 0 | Principal Suspensions | 9 | 14 | 24 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 5 | 4 | Superintendent Suspensions | 3 | 8 | 8 |
| Number all others | 2 | 0 | 3 | Special High School Programs - Total Number: | | | |
| <i>These students are included in the enrollment information above.</i> | | | | <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 |
| English Language Learners (ELL) Enrollment: | | | | CTE Program Participants | N/A | N/A | 0 |
| <i>(BESIS Survey)</i> | | | | Early College HS Program Participants | 0 | 0 | 0 |
| <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 | Number of Staff - Includes all full-time staff: | | | |
| # in Transitional Bilingual Classes | 0 | 0 | 0 | <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 143 | 165 | 150 | Number of Teachers | 26 | 33 | 31 |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs | 0 | 1 | 1 | Number of Administrators and Other Professionals | 3 | 5 | 5 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 1 | 1 |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 13 | 11 | 10 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 37.0 | 50.0 | 66.7 |
| | | | | % more than 5 years teaching anywhere | 29.6 | 35.3 | 36.4 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | 74.0 | 82.0 | 88.0 |
| American Indian or Alaska Native | 0.2 | 0.2 | 0.5 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 94.9 | 100.0 | 100.0 |
| Black or African American | 17.5 | 17.5 | 18.0 | | | | |
| Hispanic or Latino | 57.8 | 60.8 | 61.2 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 16.6 | 15.1 | 13.8 | | | | |
| White | 7.9 | 6.5 | 6.5 | | | | |
| Male | 47.6 | 46.9 | 44.9 | | | | |
| Female | 52.4 | 53.1 | 55.1 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | √ | √ | √ | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|-------|--------------------------------|------|--|------------------------|------|-----------|
| Individual Subject/Area Ratings: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | | | | ELA: IGS | | | |
| Math: | | | | Math: IGS | | | |
| Science: | | | | Graduation Rate: IGS | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| | | Elementary/Middle Level | | | Secondary Level | | |
| Student Groups | | ELA | Math | Science | ELA | Math | Grad Rate |
| All Students | | | | | √ | √ | √ |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | - | - | |
| Hispanic or Latino | | | | | √ | √ | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | - | - | |
| White | | | | | - | - | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | - | - | |
| Limited English Proficient | | | | | √ | √ | |
| Economically Disadvantaged | | | | | √ | √ | |
| Student groups making AYP in each subject | | 0 | 0 | 0 | 4 | 4 | 1 |
| CHILDREN FIRST ACCOUNTABILITY SUMMARY | | | | | | | |
| Progress Report Results – 2008-09 | | | | Quality Review Results – 2008-09 | | | |
| Overall Letter Grade: | A | | | Overall Evaluation: | NR | | |
| Overall Score: | 101.3 | | | Quality Statement Scores: | | | |
| Category Scores: | | | | Quality Statement 1: Gather Data | | | |
| School Environment: | 12.2 | | | Quality Statement 2: Plan and Set Goals | | | |
| <i>(Comprises 15% of the Overall Score)</i> | | | | Quality Statement 3: Align Instructional Strategy to Goals | | | |
| School Performance: | 23.4 | | | Quality Statement 4: Align Capacity Building to Goals | | | |
| <i>(Comprises 30% of the Overall Score)</i> | | | | Quality Statement 5: Monitor and Revise | | | |
| Student Progress: | 54.7 | | | | | | |
| <i>(Comprises 55% of the Overall Score)</i> | | | | | | | |
| Additional Credit: | 11 | | | | | | |
| KEY: AYP STATUS | | | | KEY: QUALITY REVIEW SCORE | | | |
| √ = Made AYP | | | | Δ = Underdeveloped | | | |
| √ ^{SH} = Made AYP Using Safe Harbor Target | | | | ▶ = Underdeveloped with Proficient Features | | | |
| X = Did Not Make AYP | | | | √ = Proficient | | | |
| – = Insufficient Number of Students to Determine AYP Status | | | | W = Well Developed | | | |
| | | | | ◊ = Outstanding | | | |
| | | | | NR = No Review Required | | | |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. | | | | | | | |
| <i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i> | | | | | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

SECTION IV: NEEDS ASSESSMENT

Student Performance Trends :

- Overall area of weakness on Regents found to be essay writing tasks on ELA (tasks one and three), Global and US Regents (thematic essays). ARIS and the 2007-2008 School Progress Report shows student performance lowest on the US History Regents (66.3%) compared to 90.8% on the Global Regents.
- For students on the Advanced Regents Track, fewer passed Math B (4) by end of junior year than Chemistry (27)
- Credit accrual among our Hispanic population in the lowest third is lower at 73.5%, than the lowest third of our ELL, 88%, and other students, 92.6%, in the lowest third.
- A higher percentage of our current 11th graders in the lowest third, 24.1%, earned less than 10 credits during 10th grade.
- Attendance rates decrease by at least 1% for each grade starting at 95% for 9th grade down to 91% for 12th graders
- Based on the 8th grade New York State tests, over 50% of our 9th and 10th grade students have scores of 3 or higher in Math but only under 45% of both grades have a 3 on the ELA.
- Credit accrual by grade is averaged at 15 credits by the end of 9th grade, 30 by end of 10th grade, and 45 by end of 11th grade.

Per our 2008 Scantron Periodic Assessment Results:

- 67% of 10th – 12th graders that did not yet pass the ELA Regents were found to be reading below grade level
- 53% of 10th and 11th graders that did not pass a Math Regents exam (Integrated Algebra, Geometry and Math A) were below grade level in Math skills

Our ELL population (They include nineteen beginners, sixty-nine intermediate, and fifty-five advanced level students):

- The number of ELL students in cohort 2010 that have not passed 1 or more of the 5 mandated regents for graduation in Grade 12 is nine times higher than our mainstream population (27 compared to 3)

| Exam | Percentage of ELL Passing Exam | Percentage SIFE Passing | Percentage of General Education Students Passing |
|--|--------------------------------|-------------------------|--|
| English Language Arts | 47% | 64% | 91% |
| Global History | 77% | 76% | 98% |
| US History | 70% | 70% | 93% |
| Integrated Algebra, Geometry or Math A | 79% | 46% | 100% |
| Living Environment | 84% | 83% | 100% |

Greatest Accomplishments:

- Outstanding on Quality Review in 2007 and A on School Progress Report for 2007 and 2008
- High graduation rate of 85+% for first four cohorts
- High attendance average of 92%
- Increased number of Advanced Regents each year from 6% in 2006, to 14% in 2007 and 17% in 2008
- Providing equal access for all our students through ESL-through-content, team-teaching, after-school and Saturday tutoring, differentiated instruction and multiple forms of assessment like projects and portfolios
- Arts integration through Wednesday program with Dream Yard and partnerships with Lincoln Center, and TDF in electives and upper grade classes
- Creation of semester senior college preparatory classes called College Readiness
- College level classes offered through AP classes and College Now program at Lehman College
- International Exchanges and travel programs to China, Senegal, Turkey and England that have led to the creation of sister-school relationships
- Foreign languages studied by all mainstream students for at least 3 years and often studied at college level through College Now Program
- Coordinating our students' participation in LOTE Regents exams in their native languages (Bengali, Urdu, Arabic, Spanish, French, Tagalog, Albanian)
- Partnerships with various programs and associations to help enrich the opportunities available to our students: Lehman College Now Program, Build On, Minds Matter, Serrano Leadership Institute at Lehman College, Riverdale Neighborhood House Internship Program, and the Dream Yard Prep Art Program

Significant Aides to School's Continuous Improvement:

- Committed staff of teachers, support staff, guidance counselor and administration that are continually collaborating and sharing best practices with the goal of improving student outcomes through formal structures like weekly professional development sessions, bi-monthly department meetings, common planning time, and group email formally and informally throughout the school day
- Individualized programming for students to ensure they get necessary credits to ensure promotion to next grade as well as a challenging program
- Established assessment schedule that includes mock-regents twice a year, projects every marking period, mid-terms, finals, periodic assessments and portfolios twice a year in addition to a variety of other assessments in each classroom which are analyzed both individually by teachers as well as by departments

- Well-developed structures in place to address variety of student needs, especially those of struggling students. Some of these structures include after-school tutoring, Saturday program, team-teaching, peer tutoring, case conferencing and our weekly professional development sessions
- College and Career Awareness through Advisory, College Readiness classes as well as special events like Career Day, Alumni Day, College Fairs, and College Recruitment Speakers
- Parental support through general visits to school, educational conferences with teachers and students, attendance at school events, parent-teacher conferences, PTA and SLT meetings, and participation in Learning Environment Survey
- Support of New Visions through our Leadership Development Facilitator, opportunities to network with other schools in the PSO, and additional professional development programs for our staff like the SAM (Scaffolded Apprenticeship Model) Educational Leadership Program and College Network
- Increased number of classrooms from 16 to 19 since September 2009, providing more diverse course offerings and a school College Office

Significant Barriers to School's Continuous Improvement:

- One outdated and primarily non-functioning 1970's science lab room for entire school
- Scheduling and sharing of common campus space, which can change programs and/or limit class offerings
- Technological inadequacies that limit internet accessibility on a wide-scale throughout daily classes
- Communication difficulties with parents/guardians due to work schedules and frequent lack of correct/working phone numbers and addresses
- Yearly increase in lower level ELL's, more SIFE and overage students while local diploma continues to be phased out
- High number of students that entered our school without 8th grade Math and/or ELA scores due to either being new to country or city or because their middle school did not test them for some reason, making class placement more difficult.
- Great range of diversity of student levels from 1-4 throughout all grades and classes which requires incredibly differentiated instruction to meet the needs of all students
- Annual budget cuts which limit our ability to provide all the additional supports we have learned over the years to be necessary to ensure our students' success, such as tutoring after school and on Saturday's, supplemental programs to enrich curriculum, clubs and extra-curricular activities

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

| Annual Goal | Short Description |
|---|---|
| <p>To increase the passing rate of the ELA Regents.</p> <p>Target: 80% of all students in cohort 2010 will take and pass the ELA Regents.</p> | <p>After conducting our needs assessment, the SLT found that our ELL students have struggled in the ELA Regents more so than our mainstream students. For this reason, ensuring our ELL's progress in the ELA Regents is a priority goal for the 2009-10 school year.</p> <p>By January 2010, 3% or more of cohort 2010 will have taken and passed the ELA Regents (3 students) by scoring at Level 3 or 4.</p> <p>By May 2010, 5% or more will have taken and passed ELA Component Retesting. By June 2010, 7% or more have taken and passed the ELA Regents by scoring at Level 3 or 4.</p> |
| <p>By June 2010 , 80% of Cohort 2011 will demonstrate progress towards achieving state standards on the Global Regents Exam by scoring at level 3 or 4.</p> | <p>After analyzing our Regents results for cohort 2011, the SLT realized that 20% of the students still had not passed the Global Regents and determined that this needed to be a priority goal for the 2009-2010 school year.</p> <p>January 2010, 5% or more of Cohort 2011 will have taken and passed the Global History Regents (5 students) with scores at level 3 or 4.</p> <p>June 2010, 6% or more of Cohort 2011 will have taken and passed the Global History Regents exam with scores at level 3 or 4.</p> |
| <p>After reviewing our Longitudinal Snapshot from our PSO, New Visions, the SLT found that the majority of past cohorts have not met the New Visions metrics for college readiness, which has correlated to lower acceptance to college and more limited success in the freshmen year of college. Therefore, we have deemed that a college readiness goal is a priority for the 2009-</p> | <p>After reviewing our Longitudinal Snapshot from our PSO, New Visions, the SLT found that the majority of past cohorts have not met the New Visions metrics for college readiness, which has correlated to lower acceptance to college and more limited success in the freshmen year of college. Therefore, we have deemed that a college readiness goal is a priority for the 2009-</p> |

| | |
|--|--|
| <p>2010 school year.</p> <p>To increase the number of students in cohort 2010 meeting college/ career readiness indicators of PSO, New Visions to 10%.</p> | <p>2010 school year.</p> <p>By June 2010 there will be a minimum of 10% of Cohort 2010 meeting the New Visions PSO metrics for college readiness.</p> <p>These indicators are:</p> <ul style="list-style-type: none"> - a minimum of 75 on ELA and Math Regents, - participation in an advanced Math or Science class with successful completion of Regents, - and/or participation in multi-year sequence of foreign language course and successful completion of Regents |
| <p>To implement a school-wide comprehensive professional development program to address the school goals, teacher needs, department needs and DOE initiatives and compliance issues.</p> | <p>After reviewing our Learning Environment Survey the SLT found that the teacher responses regarding the effectiveness of the professional development in providing content support for all teachers was low and needed to be made a priority for the 2009-2010 school year.</p> <p>A monthly PD format will be created by teachers, coaches, and administration to include case conferencing time, Individual Inquiry time to work with student achievement data, Department Time to be determined by teachers, and whole group PD time.</p> |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area **ELA and ESL classes**
(where relevant) : _____

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To increase the passing rate of the ELA Regents. Target: 80% of all students in cohort 2010 will take and pass the ELA Regents.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Students in cohort 2010 will be individually programmed for both the fall and spring semesters, ensuring they have the appropriate English classes that will prepare them to sit for the Regents in January 2010. Students that have taken the ELA Regents two or more times and still not passed, will be programmed for a double period or two of ESL or ELA classes a day when allowable, with certified ESL or ELA teachers. (Administration, Guidance, Teachers, Programmers)Mock Regents will be given in the beginning of September to identify trends and patterns that need to be focused on through ELA instruction for students at-risk. (Testing Coordinator, Administration, Coaches and Teachers) Teachers Individual Professional Plans (IPP's), observations, and PD will be aligned to support teachers in addressing these areas of need and differentiating instruction. (Administration, Teachers, and Coaches)Ongoing assessment and work with teachers on curriculum mapping aligned to state standards and assessments. (Teachers, Coaches, and Administration)The data will be used to create academic interventions such as after school and Saturday tutorials as well as to differentiate lessons. Academic conferences will be held with students, teachers, and parents when necessary(Administration, Teachers, Guidance)A new inquiry team of 12th grade teachers will focus on at-risk students in the 2010 cohort and will mentor these students over the course of the year to monitor individual student progress and effectiveness of classroom interventions. (Teachers, Administration and Guidance)</p> |

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| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Funding Sources to be used: TL Children First Inquiry Teams Funding, Title III, Contract for Excellence, and TL Fair Student Funding will be used. Additional Funding will also be sought out by writing grants for tutoring and online student and teacher resources.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>By January 2010, 3% or more will have taken and passed the ELA Regents (3 students) by scoring at level 3 or 4 By May 2010, 5% or more will have taken and passed ELA Component Retesting By June 2010, 7% or more have taken and passed the ELA Regents by scoring at level 3 or 4</p> |

Subject Area
 (where relevant) :

Global History

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2010, 80% of Cohort 2011 will demonstrate progress towards achieving state standards on the Global Regents Exam by scoring at level 3 or 4.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Students in cohort 2011 who have not yet passed the Global Regents, will be individually programmed in a large or small group class to ensure they have a Global Regents Prep class for both the fall and spring semesters. (Programmers)June and August '09 Regents results will analyzed in the beginning of September and February to identify trends and patterns that need to be focused on through Global Prep instruction. (Global Prep Teachers, Literacy Coach, and ELL coordinator)Teachers Individual Professional Plans (IPP's), observations, and PD will be aligned to support teachers in addressing these areas of need and differentiating instruction. (Administration and History Teachers)Ongoing assessment and work with teachers on curriculum mapping. (coaches, Administration, History and ELA and ESL teachers)The data will be used to create academic interventions such as tutorials and differentiated lessons. (Administration, Academic Intervention Team, Guidance, Teachers)</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Title I SWP, TL Children First Inquiry Teams Funding, TL FSF, and TL Fair student Funding</p> |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Milestone: January 2010, 5% or more have taken and passed the Global History Regents (5 students) June 2010, 6% or more have taken and passed the Global History Regents exam</p> <ul style="list-style-type: none"> · Student grades and Regents Results in ARIS · Scholarship Reports · Teacher progress reports and case conferencing notes · Predictive assessment results · New Visions Data Snapshot <p>New Visions Student Tracker</p> |
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**Subject Area
(where relevant) :**

**Math, ELA, Upper Level Science,
Foreign Language**

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>After reviewing our Longitudinal Snapshot from our PSO, New Visions, the SLT found that the majority of past cohorts have not met the New Visions metrics for college readiness, which has correlated to lower acceptance to college and more limited success in the freshmen year of college. Therefore, we have deemed that a college readiness goal is a priority for the 2009-2010 school year. To increase the number of students in cohort 2010 meeting college/ career readiness indicators of PSO, New Visions to 10%.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Individually program cohort 2010 students.</p> <p>Schedule all students in cohort 2010 who have passed Math A and not Math B with over a 75 for a Math B course.</p> <p>Give Mock Math B in September and analyze results for trends and patterns that can shape course instruction and curriculum. Math B and Chemistry/Physics teachers Individual Professional Plans (IPP's), observations conferences, common planning and professional development will be aligned to support student needs. Students will review their transcripts and senior year plan with the guidance counselor or in College Readiness class through ARIS and</p> |

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| | <p>the New Visions Student Trackers.</p> <p>All seniors will take a “College Readiness” fall semester course where they complete the college application, which is the focus of their Senior Exit Project. Classes taught by Senior and College Advisors and ELA teacher.</p> <p>Students will attend orientation sessions regarding the college admissions process and entry requirements for CUNY and SUNY schools as well as college fairs.</p> <p>Tutoring will be provided to those students at risk of not passing the Regents in January or June '09. HoldTown Hall meetings over course of year with cohort 2010. PTA meetings, open school night, and parent conferences about the college application process, college readiness indicators and ARIS.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Funding Sources to be used:</p> <p>Title I SWP, TL Children First Inquiry Teams Funding and TL Fair student Funding</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Milestone:</p> <p>January 2010, 3% or more will have taken and passed the Math B Regents (3 students) June 2010, 2% or more will have taken and passed the Math B Regents and/or Chemistry or Physics, and a foreign Language Regents</p> <ul style="list-style-type: none"> · Student grades and Regents Results in ARIS · Scholarship Reports · Teacher progress reports and case conferencing notes · New Visions Data Snapshot and Student Trackers · College Acceptance Letter <p>Senior Exit Project</p> |

**Subject Area
(where relevant) :**

**All Subject Areas: Math,
Science, ELA/ESL, Social
Studies, & Foreign Language**

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To implement a school-wide comprehensive professional development program to address the school goals, teacher needs, department needs and DOE initiatives and compliance issues.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>All teachers will meet individually with the AP's and Principal to create and review their Individual Professional Plan by the beginning of October.</p> <p>Each department will create their goals for the year in September in alignment with the school goals. School wide and departmental PD topics will be scheduled after reviewing the IPP's and amended as necessary due to teacher feedback, classroom observations and data analysis. Teachers will be asked to share best practices or turn key information to their peers at PD sessions. Informal and formal observations, will be scheduled starting in October through May. Learning Walks, with different foci, will be scheduled to include as many teachers as possible at least 4 times over the year with the results being shared with the school community. Second year teachers will continue being mentored.</p> <p>Common Planning time will be provided for new teachers, CTT teachers and those who have need to work with colleagues who have similar teaching programs or student groups. Staff will volunteer to participate retreats organized by our PSO each semester.</p> <p>Two whole-day Chancellor's conferences and various PD sessions outside of school will be attended by teachers, staff and administration.</p> <p>Ongoing professional development will also be provided by the Principal, Assistant Principals, Math and Literacy Coach, Mentors, Data Analyst, and various teachers and visiting educators.</p> <p>Inquiry teams will be formed to look at students outside the sphere of success.</p> |

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| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Funding Sources to be used:</p> <ul style="list-style-type: none"> · TL Parent Coordinator, Title I SWP, TL Children First Funding, Children First Inquiry Teams Funding, TL Fair student Funding, TL Data Specialist, and Title I ARRA SWP. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> · Individual Professional Plan (IPP) for each teacher · Formal and Informal Observation Reports · Learning Walk Reports · Retreat Reports · Agendas, minutes, and staff reflections for weekly Professional development sessions, Department meetings, and whole staff faculty meetings · Lesson Plans · Math and Literacy Coach and Mentor Reports · Inquiry Team Work |

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 15 | 13 | 7 | 12 | 17 | 12 | 12 | 2 |
| 10 | 23 | 21 | 17 | 22 | 27 | 9 | 9 | |
| 11 | 28 | 27 | 24 | 25 | 28 | 14 | 14 | 3 |
| 12 | 23 | 22 | 8 | 34 | 21 | 8 | 8 | 2 |

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p><u>Academic Interventions for at-risk students referenced in the AIS Chart</u></p> <p><u>Implemented during the regular school day:</u></p> <p>1) Individualized programming for classes such as:</p> <p>English and ESL Composition 2-hour classes in Grades 11 and 12</p> <p>Small Group Tutorials with Teachers</p> <p>Regents Prep Seminars for students who need to make multiple attempts to pass Regents exams</p> <p>2) Inquiry Team Action Research Projects:</p> <p>Grade 9 Team English Conversation Lunches for ELLs, for Basic Interpersonal Communication Skill (BICS) development</p> <p>Grade 10 Team Writing for Social Studies</p> <p>Grade 12 Team Mentoring and Goal Setting with Teacher, Guidance and Administration</p> <p>3) Instructional Methodologies employed in all classrooms of at-risk students: experiential learning through technology, manipulatives, kinesthetic activities, and modeling; collaborative learning; lessons about Regents test-sophistication strategies, Accountable Talk, and the writing process; project-based learning</p> <p><u>Implemented during the school's Extended Day and Saturday Academy program:</u></p> <p>4) ESL Tutoring and Home Work Help for Grade 9/10 Newcomers (home work help for ELA, Social Studies, literacy)</p> |

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| | <p>5) ELA and ESL-Through-Content tutoring during Extended Day and Saturday Academy</p> <p>6) ELA "Lab" with Scholastic Read 180 instructional software and ELA and ESL team teachers</p> |
| <p>Mathematics:</p> | <p><u>Academic Interventions for at-risk students referenced in the AIS Chart</u></p> <p><u>Implemented during the regular school day:</u></p> <p>1) Individualized programming for classes such as:</p> <p>Small Group Tutorials with Teachers for Integrated Algebra</p> <p>One-semester, Regents Prep Seminars for students needing to make multiple attempts to pass Regents math exams</p> <p>Team-Teacher (ESL or Special Education Teacher) with Math Teacher</p> <p>2) Inquiry Team Action Research Projects:</p> <p>Grade 9 Team English Conversation Lunches for ELLs, for Basic Interpersonal Communication Skill (BICS) development (critical foundation for acquisition of academic language and collaboration skills in all subjects)</p> <p>Grade 12 Team Mentoring and Goal Setting with Teacher, Guidance and Administration</p> <p>3) Instructional Methodologies employed in all classrooms of at-risk students: experiential learning through technology, manipulatives, kinesthetic activities, and modeling; collaborative learning; lessons about Regents test-sophistication strategies, Accountable Talk, and the writing process; project-based learning</p> <p><u>Implemented during the school's Extended Day and Saturday Academy program:</u></p> <p>4) ESL Tutoring and Home Work Help for Grade 9/10 Newcomers (including home work help for math)</p> <p>5) Mandated Math tutoring during Extended Day and Saturday Academy for Integrated Algebra and Geometry</p> <p>6) Mandated Math "Lab" with licensed math teacher and Destination Math</p> |

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| | differentiated instructional software |
| Science: | <p><u>Academic Interventions for at-risk students referenced in the AIS Chart</u></p> <p><u>Implemented during the regular school day:</u></p> <p>1) Individualized programming for classes such as:</p> <p>Small Group Tutorials with Teachers for Living Environment exam</p> <p>One-semester, Regents Prep Seminars for students needing to make multiple attempts to pass Living Environment or Chemistry Regents exams</p> <p>2) Inquiry Team Action Research Projects:</p> <p>Grade 9 Team English Conversation Lunches for ELLs, for Basic Interpersonal Communication Skill (BICS) development (critical foundation for acquisition of academic language and collaboration skills in all subjects)</p> <p>Grade 12 Team Mentoring and Goal Setting with Classroom Teacher, Guidance and Administration</p> <p>3) Instructional Methodologies employed in all classrooms of at-risk students: experiential learning through technology, manipulatives, kinesthetic activities, and modeling; collaborative learning; lessons about Regents test-sophistication strategies, Accountable Talk, and the writing process; project-based learning</p> <p><u>Implemented during the school's Extended Day and Saturday Academy program:</u></p> <p>4) ESL Tutoring and Home Work Help for Grade 9/10 Newcomers (including home work help for Environmental Science and Living Environment)</p> <p>5) Mandated tutoring during Extended Day and Saturday Academy for Living Environment</p> |

Social Studies:

Academic Interventions for at-risk students referenced in the AIS Chart

Implemented during the regular school day:

1) Individualized programming for classes such as:

Small Group Tutorials with Teachers for Living Environment exam

ESL or Special Education Team-Teacher with Global Studies Teacher

One-semester, Regents Prep Seminars for students needing to make multiple attempts to pass Global Studies or US History and Government Regents exams

2) Inquiry Team Action Research Projects:

Grade 9 Team English Conversation Lunches for ELLs, for Basic Interpersonal Communication Skill (BICS) development (critical foundation for acquisition of academic language and collaboration skills in all subjects)

Grade 10 Team Writing for Social Studies

Grade 12 Team Mentoring and Goal Setting with Classroom Teacher, Guidance and Administration

3) Instructional Methodologies employed in all classrooms of at-risk students: experiential learning through technology, manipulatives, kinesthetic activities, and modeling; collaborative learning; lessons about Regents test-sophistication strategies, Accountable Talk, and the writing process; project-based learning

Implemented during the school's Extended Day and Saturday Academy program:

4) ESL Tutoring and Home Work Help for Grade 9/10 Newcomers (including home work help for Environmental Science and Living Environment)

5) Mandated tutoring during Extended Day and Saturday Academy for Global and US History Regents exams

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| At-risk Services Provided by the Guidance Counselor: | Individual conferences Group conferences Parent-student-teacher conferences Referral for Peer-Mediation |
| At-risk Services Provided by the School Psychologist: | Referral to psychologist in individual practices made by Guidance Counselor since our school does not have a Psychologist. Services done individually during or after school hours. Services offered as needed. |
| At-risk Services Provided by the Social Worker: | Referral by guidance counselor to social worker. Individual referrals to meet with social worker once a week during school hours. Services offered as needed. |
| At-risk Health-related Services: | Referral to health clinic or hospital outside school made by guidance counselor, to go after school hours. Services offered as needed. |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part II: ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Immediately upon registration at Marble Hill, parents are given the Home Language Identification Survey (HLIS), this is done by the school's ESL Coordinator, who is an ESL-certified teacher, Wanda Dingman. The ESL Coordinator interviews the students and family in English and the native language with the help of a family translator, a fluent staff member or the DOE translation service. If the student is eligible for the LAB-R exam, that is administered by the ESL Coordinator within the student's first ten days. If the student's native language is Spanish, the Spanish LAB is administered by one of the Spanish teachers. The ESL coordinator also administers the Language and Educational History form. This was created at the school to obtain information that may be useful in the programming individual students for classes and co-curricular activities.

A description of the steps taken to evaluate ELLs using the NYSESLAT. Informational and motivational lessons are prepared by the ESL department to stress the meaning and impact of the NYSESLAT test annually on their educational careers in both high school and beyond. Lessons are delivered by teachers during regular classes in the fall and spring before the NYSESLAT is administered. Information about the exam schedule, meaning and importance is relayed to parents/guardians through the Parent Newsletter, PTA meetings and personal letters to parents of ELLs. The SchoolMessenger telephone software is also used in the days before the NYSESLAT is administered in ESL classes, to support strong attendance for testing days. Once results are received at the beginning of the academic year, scores are distributed to all teachers and students, to support instructional differentiation in classrooms and help teachers develop appropriate curriculum and for students to set goals for the academic year.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Structures in place at the school include:

Parent Orientation Packet & Student & Parent Handbook are given to all new students and their families.

At all fall recruitment events, spring and summer orientations for in-coming 9th graders , and at first interviews with any over-the-counter students who arrive throughout the entire school year, all three programs (Dual-Language, transitional-Bilingual and Freestanding ESL) are explained to parents. Methods include power points presentations, flyers and promotional materials about the school and interviews. Parent Survey and Program Selection forms are distributed after new ELLs are identified through administration of the HLIS and LAB-R.

If parents opt for other types of programs, they are referred to schools with their program choice.

If the parents are not able to attend the recruitment or orientation meeting, every effort is made to have a one to one meeting with the parent to ensure that they are aware of all the programs available to them. These meetings are generally conducted by the ESL coordinator or Guidance.

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

The ESL Coordinator maintains documentation of ELL identification, program selection and placement. Entitlement letters are immediately sent to the parents upon completion of the LAB-R. The ESL Coordinator ensures that entitlement letters are returned promptly, following up with parents/guardians as needed to clarify questions.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After the student has taken the LAB-R exam and the student has been deemed eligible for ESL services, parents are given the Parent Survey and Program Selection forms. If the forms are available in the native language, they are given. If not, we do our best to have the information translated either with the DOE translation services or a member of our school community. To date, all parents have chosen an ESL instructional program, so the student is immediately programmed for the appropriate grade and classes. If a student were to choose a bilingual setting, we would do our best to find an appropriate placement for that student.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choice that parents have requested? (Please provide numbers)

Parent Survey and Program Selection forms for the past few years show the trend of 100% of parents choosing to put their children in an ESL program. This year all parents have this year chosen to register their children in an ESL program.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At Marble Hill we provide our students with an ESL in the content area program. Because all parents in the past year have chosen a Freestanding- ESL program, we are in alignment with the choices our parents have made. If a parent were to choose a program that was not available in the school, we would do our best to work with the family and research alternative settings for the child. Since our program offering of Free-standing ESL has aligned 100% with parent choice, further alignment has not been necessary.

Part III. Demographics

1. How is instruction delivered?

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-teaching], Pull out ,Collaborate, self-Contained)? If pull-out, specify the length of time, group ,plans for moving these students into a push-in model.**

Freestanding English as a Second Language program

To address the needs of all ELLs, Marble Hill has developed a Freestanding ESL program that is comprehensive and rigorous. This Language Allocation Policy for a comprehensive ESL program addresses the development of basic literacy skills through second language learning. English Language learners are assigned to one of two strands according to levels of English proficiency: beginning to intermediate and advanced to transitional. This design allows students to receive the New York State-mandated ESL/ELA allotted instruction time based on their proficiency levels.

The program calls for a five-pronged approach:

- A Summer Bridge Program. Our lower level incoming 9th graders, attend three weeks of Math and Literacy classes.
- A “push-in” model (team-teaching approach). ESL-licensed teachers work with English Language Learners in the content-area classroom and help them achieve content-area fluency while developing language skills. By working with the team teacher, the content of the curriculum is amplified through ESL strategies, activities, and instruction. Additionally, ESL specialists help content-area teachers adapt classroom-based assessment and teaching strategies that best engage English Language Learners.
- An ESL through the content area approach in the Humanities classes. In these double-period, blocked classes, the ESL-licensed teacher uses language acquisition strategies to provide instruction in Global History and English using a balanced literacy approach. Again, ESL strategies are infused into instruction so that content is amplified.
- A self-contained ESL class for the support of ELA content and language acquisition in the beginning and intermediate levels, and for the development of the four language skills, is used as a functional approach to language learning. In these classes, students develop the necessary skills for writing, reading, and word work. At the advanced levels, a literature class is taught as part of the ELA class requirement; and the Humanities class, taught by an ESL- licensed teacher, provides simultaneous cognitive and second language acquisition.
- Small group tutoring. Lower performing ELLs have small group tutoring with 2-10 students maximum in the group either during the school day, after-school and/or on Saturday.

b. What are the program models (e.g., Block[Class travels together as a group];Ungraded [all students regardless of grade are in one class];Heterogeneous [mixed proficiency levels];Homogeneous [proficiency levels is the same one in class])?

Fifty percent of the incoming freshmen at Marble Hill are ELLs. Each grade is divided into four groups (strands). Two of the four groups are comprised of ELLs. Although the two ELL groups are divided between the most proficient and least proficient students, the strands tend to be heterogeneous. In the 9th and 10th grades the students travel with their strands four days a week. On Wednesdays groups are mixed for advisory and art/music classes. In the 11th and 12th grades students' schedules are individualized based on the needs of the student. Students are with their strands for ESL class, but all strands are mixed for most content classes. We work on a block schedule and classes range from one to two hours.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE,Dual language ,ESL)?

a. How are explicit ESL, ELA and NLA instructional minutes delivered in each program model as per CR part 154(see table below)?

Ninth and tenth graders must take two additional courses in English as a Second Language aside from the ESL through the content areas classes. In both grades the theme is global literature. In the eleventh and twelfth grades ELL take US Literature and Composition. These courses are aligned to State ESL, ELA and Social Studies standards. The courses focus on the development of the listening, speaking, reading and writing skills in English language while addressing literature and literacy. The service providers are qualified ESL teachers.

3. Describe how the content areas are delivered in each program model. Please specify language development.

All content area instruction at our school is delivered in English. Teachers use ESL methodologies to deliver instruction. Teachers have content objectives as well as language acquisition objectives in all areas. Teachers in disciplines other than English work to make sure that students understand and can use appropriate language and structures that are important to their given content area. All teachers are given intensive professional development on how to scaffold activities and materials for ELLs.

In addition, Marble Hill is a project/portfolio based school. Teachers devise projects that will enhance the content of the class while allowing students to develop language proficiency in each of the four modalities.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

In order to address the specific needs of Students with Interrupted Formal Education and long-term ELLs, the school has a variety of programs. As part of the school's extended day program, after-school ESL and ELA tutoring is mandated in order to further develop speaking, listening, reading and writing for students at the beginning levels of English proficiency. Additional tutoring, which focuses on improving reading and writing skills, is available for intermediate and advanced level students. The school's Saturday Academy offers classes with similar foci. Writing skills are specifically addressed in professional development, networking conferences, and in collaborative planning sessions between teachers. In addition, this year we have applied for a special SIFE grant which, if received, would allow us to have additional after school tutoring in literacy and math.

b. Describe your plan for Ells after in US schools less than three years (newcomers).Additionally, because NCLB now requires ELA testing for Ells after one year, specify your instructional plan for these ELLs.

Because more that 50% of our students have been in the US for fewer than three years, we have worked very hard to create an instructional plan for newcomers. In 9th and 10th grades students have and extended block in the humanities. This allows students more time to absorb the content and focus on reading and writing in the non-fiction genre. 9th grade students must take the Integrated Algebra Regents at the end of their first year. An after-school tutoring program has been put in place for ELLs. Classroom instruction at every level now includes test sophistication so that newcomers know the expectations of the exams and gain confidence.

This year we have implemented lunch conversation groups for our newest ELLs. This unites emergent speakers with native English speaking peers. Native speakers act as mentors for the new students, helping them to increase proficiency and assimilate to their new surroundings.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Approximately 50% of our ELLs receiving services from 4 to 6 years are also SIFE. The instructional plan for these two groups is similar, with extended day programs and Saturday Academy. Many of these students are stuck in the intermediate stage and this year we will focus on curriculum maps that will move students more quickly from intermediate to advanced proficiency levels.

d. Describe your plan for Long-Term ELLs (completed 6 years).

We have a small number of students who are long term ELLs. Generally these are students who have difficulties with literacy. Collaborative learning and scaffolded activities help to promote literacy skills in Long-Term ELLs while allowing them to use their stronger modalities to help them access rigorous content material. Long Term ELLs attend after school and Saturday programs.

e. Describe your plan for ELLs identified as having special needs.

We do our best to ensure that every student with an IEP has the services in which he/she is entitled. This year we have hired an additional special education teacher so that we can better meet their needs. In addition to in school services, we have added a zero period for additional services before school. We are also utilizing educational paraprofessionals in the ESL classrooms to give additional support. We have also made a concerted effort to identify students who may be eligible for service to be evaluated.

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language (s) in which they offered.

Along with classroom instruction that is geared to meet the needs of ELLs, we also offer a variety of interventions to ensure that all students succeed. We offer after school tutoring and Saturday Academy. Every morning there is also peer tutoring. Peer tutors speak a variety of our school's languages so the content may be more easily accessed for our beginning ELLs. We have two inquiry teams that are focusing on ELLs, one in language acquisition for 9th grade beginners, and the other with global history in 10th grade.

6. Describe your plan for continuing transitional support (2 year) for ELLs reaching proficiency on the NYSELAT.

Students who have attained proficiency on the NYSELAT are given a special transitional ESL program. This program is individualized based on the needs of the student. For many students this program may be an additional English class to prepare them for college readiness courses. For others this may mean an additional year in the ESL strand. All students are monitored to ensure that they continue to progress in language development, literacy and content knowledge.

7. What new programs or improvements will be considered for the upcoming year?

One major change to our instructional practice this year is that every teacher is required to identify their own target population, assess them accordingly and create interventions to promote language and content development in the students who struggle the most. A great majority of the students chosen are ELLs.

We are also applying for a number of grants that will assist us in creating and implementing after school programs for students most in need of literacy and numeracy enhancement.

8. What programs/services for ELLs will be discontinued and why?

We are anticipating that we will provide the same services to students that we have in past years. The one program that we are no longer involved in is the LEAD program from Lincoln Center; however, many of our ELLs are still participating in Lincoln Center's Open Stages program. With the current budget cuts, some after school programs may be scaled back, but all efforts are being made to supplement our budget with grant monies.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Marble Hill's program allows ELLs equal access to the same curriculum as English-proficient students. Content teachers work together on lessons, projects and assessments to ensure that ELLs are receiving the same materials and information as their native English speaking peers. This equality has been achieved largely because of emphasis on teacher collaboration, which is a consistent and high-quality feature of this program. Moreover, one-third of the Marble Hill School faculty members hold an ESL license, and one quarter of the faculty members hold licenses in both ESL and a content area. Other faculty members have taken course work in TESOL, QTEL professional development seminars, and have completed private ESL certificate programs.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials used in the classroom include:

- Laptop carts for individual projects, class work, periodic assessments, or group work.
- Teacher created power points to support class discussions and group work.
- Various levels of ESL textbooks and workbooks that focus on the four language skills.
- Math and History books that are adapted for ESL students.
- High interest books for Independent Reading for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects.
- Bilingual translation dictionaries in all the native languages of our students.

11. How is native language support delivered in each program modal? (TBE, Dual Language, and ESL)

Students at Marble Hill come from a variety of language backgrounds which make it difficult to consistently instruct in the Native Language Arts. However, students are encouraged to use their first language in any way that will help them access the material used in classes. This may come in the form of language translation dictionaries or help from classmates with similar language backgrounds. Students who speak Spanish may take AP courses in literature and language.

12. Do required services, support, and resources correspond to, ELLs' ages and grade levels?

Yes, all curricula are age appropriate. Our mission is to give equal access to ELLs in all content areas. It is imperative that our ELLs receive resources and support appropriate for a college bound high school student.

13. Include a description of activities in your school to assist newly enrolled ELL students?

After administering the LAB-R, students are given an appropriate program. This often includes tutoring. New students are paired with "buddies", often of their language background, to help them assimilate into the school.

14. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year?

ELL students entering from intermediate schools are required to attend an orientation week during the summer prior to the first semester at Marble Hill. We also hold a three week bridge program during the summer for our lower level students. During the program they work on literacy and numeracy, as well as general preparations for high school work.

15. What language electives are offered to ELLs?

Students who have some proficiency in English have the option to take a foreign language, or if their language is Spanish they may take additional coursed in Spanish language or literature. The foreign languages that we are currently offering are Italian, Japanese and Latin.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school.

Since ELLs make up approximately one third of the school's population, Wednesday afternoon professional development sessions have dealt with issues specific to this population. Topics have included: student-level data analysis, test review strategies for ELLs, project-based assessment for ELLs, strategies for modifying whole-class assignments, introducing text book strategies for content-area classes, and development of language skills across the disciplines through interdisciplinary projects. In addition, the model of the school provides teachers with daily networking time, during which teachers engage in professional development (e.g., writing strategies, the writing process, error correction, and project sharing) or work collaboratively to plan instruction.

- Many of our teachers are trained in QTE.L and we intend to send more teachers to trainings this year
- Teachers will be trained on how to create projects aligned to the State learning standards which incorporate academic language and assessment rubrics
- Teachers will be trained on the Inquiry Team process and strategies they are using to help students learn academic language.
- Teachers will be trained in Cooperative Learning techniques
- Teachers will target individual students and track progress throughout the year
- Teachers will be trained on how to differentiate their lessons at monthly departmental and staff development meetings (ongoing throughout year)
- Teachers will be trained on how to use data to help identify strengths and areas in-need-of improvement in their classrooms

2. What support do you provide staff to assist ELLs as they transition from middle to high school?

One tool that has really helped staff assist ELLs is ARIS. All teachers have been trained in the use of ARIS and most utilize the information on an on-going basis. This has been useful in getting information about incoming ELLs' academic history and developing curricula that will best support their needs. In addition, during our 9th grade orientation, writing and math assessments are given. This information is useful in setting the curriculum for the first marking period.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold bilingual or ESL licenses as per Jose P.

As mentioned above, every Wednesday we have a 75 minute professional development session. Many of these sessions are devoted to ELL instruction as one third of our student population is ELL.

Parental Involvement:

1. Describe parent involvement at your school, including parents of ELLs.

Parents/guardians of newly enrolled ELL are given the State standards, assessments, school expectations and a page describing the program requirements for bilingual education and/or free standing ESL programs. Parents/guardians are also invited to PTA meetings where presentations on graduation requirements, the Regents, college process, school accountability measures, and basic computer skills are addressed. Our Parent Coordinator sends out a Parent Newsletter four times a year that also serves to update parents about upcoming events and important information. We also send home letters, memos, e-mails and use our phone messenger to deliver important messages. If we do not have a staff member that a parent/guardian can communicate with we utilize the translation phone line from the DOE. We also try to get ELL parents to become PTA board members or Title I Committee members so they can take a more active role in the school and their child's education by assisting administration with the budgeting of Title I funds and also working on the CEP. In the spring, we invite all parents to complete the Learning Environment Survey. Additionally, every year Marble Hill hosts an international dinner. This event encourages parents to bring in food from their country to share with the school community.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to parents of ELLS?

Yes, these include

- Children's Art and Science Program holds a two hour ESL class each week at our school and
- BCC holds a free ESL enrichment program in the summer
- Riverdale Neighborhood House, Bronx Civil Courts, Serrano Leadership Institute at Lehman College, Van Cortlandt Park and Building With Books provide after-school internship and community service opportunities
- Lincoln Center's Open Stages support language learning, curriculum development and live theater performance for 9th and 10th grade classes

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

Along with SLT and parent meetings, the Learning Survey has given us important feedback to help us make decisions on parent involvement. For example, last year parents said that they do not get enough information about what their children are studying in school. This year all teachers are required to send home a syllabus.

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

Parent meeting ensure that parents have all information they need about ELL programs, graduation requirements and the progress of their individual child. Also, cultural activities such as the international dinner encourage involvement and facilitate the feeling of being welcome in their child's school.

After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades

Analysis of the proficiency levels of our ELLs show that students are making progress toward proficiency. The majority of our beginners are students in the 9th grade. We are quickly moving students to the intermediate stage which is where the greatest number of our students are. A close look at the students NYSESLAT history reveals that many students remain at intermediate proficiency for several years. This is an area that we need to address.

2. How will patterns across NYSSLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Our students are excelling in the area of listening/speaking. Nearly one-fourth of our ELLs were assessed as proficient in listening/speaking. It is clear that we need to focus our attention on the academic literacy skills in all content areas. We are working toward aligning our essay formats across all content areas. Our hope is that it facilitates movement toward proficiency in academic writing.

3. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the Native Language?

Most fare better when responding in English to English test versions, with a few students performing best using native language and English exam versions simultaneously. Also, students with weak L1 or L2 literacy do not find native-language glossaries and bilingual translation dictionaries to be of much help. We may conclude that where L1 or L2 literacy is strong, reading comprehension and written response in the target language (English) develops more quickly.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

ELLs at Marble Hill are using a variety of Periodic Assessments. Our lowest level 9th and 10th grade students are using the Pearson ELL Periodic Assessment. All students are taking the Scantron Reading Assessment and students who have not passed the ELA exam are administered mock Regents exams. Analysis of these assessments is driving instruction in the ESL/ELA classrooms. Information from Scantron is helping teachers to determine which texts are appropriate for classes and where differentiation needs to occur. Mock Regents are analyzed and instruction is targeted to the areas of highest leverage.

c. What is the school learning about ELLs from the Periodic Assessments?

The school is just beginning to use information from the ELL Periodic Assessment and we hope to use information from this to move our students more quickly to proficiency. Information from the Scantron assessment has been very helpful in getting us to move lower level ELLs in reading. This tool helped us to identify the areas of weakness and target them during classroom instruction. We have learned from these assessments that with targeted instruction, ELLs' grade level reading equivalencies can be accelerated.

4. Dual Language Program

N?A

5. Describe how you evaluate the success of your programs for ELLs?

The overall goal for the school is to have a high graduation rate. Last year's graduation rate for students who entered the school as ELLs was nearly 90%. Areas that are constantly monitored that help us maintain a high graduation rate include Regents passing rates, credit accrual, English proficiency, improvement in reading level and attendance. We also administer many student surveys. This helps us to see the students' attitudes toward interventions that are put in place at the school.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

| | |
|---|--|
| SSO/District New Visions | School Marble Hill (10x477) |
| Principal Kirsten Larson | Assistant Principal Sara Lowes, Paul Parris |
| Coach Wanda Dingman | Coach Kelly Gavin |
| ESL Teacher Pat Bernal | Guidance Counselor Wendy Garcia |
| Teacher/Subject Area type here | Parent Daniela Breton |
| Teacher/Subject Area type here | Parent Coordinator Janice Vasquez |
| Related Service Provider type here | SAF type here |
| Network Leader Iris Zucker | Other type here |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

| | | | | | |
|---|---|--|---|--|---|
| Number of Certified ESL Teachers | 6 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/FL Teachers | 3 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|-----|----------------------|-----|---|--------|
| Total Number of Students in School | 445 | Total Number of ELLs | 143 | ELLs as Share of Total Student Population (%) | 32.13% |
|------------------------------------|-----|----------------------|-----|---|--------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

| ELL Program Breakdown | | | | | |
|--|----|----|----|----|-------|
| | 9 | 10 | 11 | 12 | Total |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | 0 |
| Freestanding ESL | | | | | |
| Self-Contained | 41 | 31 | 55 | 16 | 143 |
| Push-in/Pull-Out | | | | | 0 |
| Total | 41 | 31 | 55 | 16 | 143 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs | 144 | Newcomers (ELLs receiving service 0-3 years) | 78 | Special Education | 6 |
| SIFE | 49 | ELLs receiving service 4-6 years | 51 | Long-Term (completed 6 years) | 14 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 78 | 6 | 4 | 51 | 26 | | 14 | 17 | 2 | 143 |
| Total | 78 | 6 | 4 | 51 | 26 | 0 | 14 | 17 | 2 | 143 |

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | |
|--|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | |
| | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | 0 |
| Chinese | | | | | 0 |
| Russian | | | | | 0 |
| Bengali | | | | | 0 |
| Urdu | | | | | 0 |
| Arabic | | | | | 0 |
| Haitian Creole | | | | | 0 |
| French | | | | | 0 |
| Korean | | | | | 0 |
| Punjabi | | | | | 0 |
| Polish | | | | | 0 |
| Albanian | | | | | 0 |
| Yiddish | | | | | 0 |
| Other | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian Creole | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____

Number of third language speakers: _____

| | |
|----------------------------------|------------------------------------|
| languages): _____ | |
| Ethnic breakdown of EPs (Number) | |
| African-American: _____ | Asian: _____ |
| Native American: _____ | White (Non-Hispanic/Latino): _____ |
| | Hispanic/Latino: _____ |
| | Other: _____ |

| Freestanding English as a Second Language | | | | | |
|--|-----------|-----------|-----------|-----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | |
| | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 31 | 15 | 33 | 6 | 85 |
| Chinese | 0 | 0 | 2 | 0 | 2 |
| Russian | 1 | 0 | 1 | 0 | 2 |
| Bengali | 4 | 2 | 6 | 2 | 14 |
| Urdu | 1 | 1 | 0 | 0 | 2 |
| Arabic | 1 | 7 | 2 | 1 | 11 |
| Haitian Creole | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 2 | 1 | 2 | 5 |
| Korean | 0 | 0 | 1 | 0 | 1 |
| Punjabi | 0 | 1 | 0 | 0 | 1 |
| Polish | 0 | 0 | 0 | 0 | 0 |
| Albanian | 1 | 2 | 0 | 0 | 3 |
| Other | 2 | 1 | 9 | 5 | 17 |
| TOTAL | 41 | 31 | 55 | 16 | 143 |

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| FOR ALL PROGRAM MODELS | | | |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS | N/A | | |
| Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

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



| | | | |
|-------------|------------------|---------------------|-----------------|
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

| | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----|----|----|----|-------|
| Beginner(B) | 13 | 3 | 3 | | 19 |
| Intermediate(I) | 11 | 15 | 38 | 5 | 69 |
| Advanced (A) | 17 | 13 | 14 | 11 | 55 |
| Total Tested | 41 | 31 | 55 | 16 | 143 |

| NYSESLAT Modality Analysis | | | | | |
|----------------------------|-------------------|----|----|----|----|
| Modality Aggregate | Proficiency Level | 9 | 10 | 11 | 12 |
| LISTENING/SPEAKING | B | 3 | 0 | 0 | 0 |
| | I | 9 | 12 | 16 | 0 |
| | A | 9 | 7 | 24 | 12 |
| READING/WRITING | B | 11 | 3 | 3 | 0 |
| | I | 9 | 14 | 36 | 5 |
| | A | 10 | 12 | 12 | 8 |

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

| New York State Regents Exam | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 45 | | 20 | |
| Math A | 38 | | 29 | |
| Math B | 0 | | 0 | |
| Integrated Algebra | 64 | | 29 | |
| Integrated Geometry | 28 | | 20 | |
| Biology | 0 | | 0 | |
| Chemistry | 11 | | 6 | |
| Earth Science | | | | |
| Living Environment | 69 | | 52 | |
| Physics | | | | |

| | | | | |
|------------------------------|----|--|----|--|
| Global History and Geography | 69 | | 41 | |
| US History and Government | 35 | | 23 | |
| Foreign Language | | | | |
| NYSAA ELA | 0 | | 0 | |
| NYSAA Mathematics | 0 | | 0 | |
| NYSAA Social Studies | 0 | | 0 | |
| NYSAA Science | 0 | | 0 | |
| Other | | | | |
| Other | | | | |

| NATIVE LANGUAGE READING TESTS | | |
|-------------------------------|---|---|
| | Percent of ELLs Passing Test (based on number of ELLs tested) | (For Dual Language) Percent of EPs Passing Test (based on number of EPs tested) |
| ELE (Spanish Reading Test) | % | % |
| Chinese Reading Test | % | % |

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------|---------------------|-----------|-----------------|
| Sara Lowes, Paul Parris | Assistant Principal | | |
| Janice Vasquez | Parent Coordinator | | |

| | | | |
|---|--------------------------------|------|--|
| Pat Bernal | ESL Teacher | | |
| Daniela Breton | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| Kelly Gavin | Coach | | |
| Wanda Dingman | Coach | | |
| Wendy Garcia | Guidance Counselor | | |
| | School Achievement Facilitator | | |
| Iris Zucker | Network Leader | | |
| | Other | | |
| Kirsten Larson | Other | | |
| Signatures | | | |
| School Principal | | Date | |
| Community Superintendent | | Date | |
| Reviewed by ELL Compliance and Performance Specialist | | Date | |
| | | | |

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

9-12

Number of Students to be Served:

LEP 143

Non-LEP 0

Number of Teachers 5: 2 ESL-certified, 2 social studies-certified, and one science-certified.
Other Staff (Specify) None

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Number of Teachers:

| Teachers of Title III Tutoring Before/After School and Saturdays, January 9-June 25, 2010 | |
|--|-----------------------|
| License Area | Number of Teachers |
| ESL | 2 |
| Science | 1 |
| Social Studies | 2 |

Through the school's Extended Day and Saturday Academy tutoring program, the school's 143 ELL are provided with additional time with highly qualified faculty. Five teachers deliver instruction through tutoring: two ESL-certified teachers, two Social Studies certified teachers, and one science certified teacher. The science teacher and one of the social studies teachers have completed seminars from Quality Teaching for English Learners (QTEL). Instruction is delivered through a team-teaching model. An ESL-certified teacher team-teaches with a licensed content area teacher during each tutoring session.

Tutoring with faculty team-teaching is available to LEP students after school, 3:40-4:40 p.m. on four week-days (not Wednesdays), and on Saturdays, 8 a.m. to 12:30 p.m., throughout the academic year (22 weeks). This academic year, the program commenced on January 9, 2010 and will continue until June 25, 2010. During tutoring sessions, team-teachers use a variety of practices to deliver instruction: QTEL methods, ESL through the content area approach, differentiation, second language acquisition strategies, the functional approach to language learning, and Regents exam sophistication strategies.

The school's bilingual (Spanish) Guidance Counselor provides supplementary academic guidance and intervention services during the Extended Day and Saturday Academy tutoring program (before/after school, Saturdays as needed).

Materials used in the tutoring classrooms include:

- Laptop carts for individual projects, class work, or group work.
- Teacher-created power points to support class discussions and group work.
- Various levels of ESL textbooks and workbooks that focus on the four language skills.
- Math and History books that are adapted for ESL students.
- High interest books for Independent Reading for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects.
- Bilingual translation dictionaries in nearly all the native languages of our students.

Data used to improve tutoring instruction:

- Weekly Tutoring Update, showing faculty and staff the attendance and participation of all student participants
- Attendance and Participation data for all tutoring sessions/subjects

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All teachers have received and will continue to receive professional development in teaching literacy skills, language development, and in providing students with meta-cognitive strategies. Intensive professional development has been offered to all teachers regarding the nine Principles of Learning. Staff development on the principles of Accountable Talk, Clear Expectations and Academic Rigor was offered to all teachers but in particular to the ESL teachers.

- Teachers will be trained on how to create projects aligned to the State learning standards which incorporate academic language and assessment rubrics
- Teachers will be trained on the Inquiry Team process and strategies they are using to help students learn academic language.

- Teachers will be trained in Cooperative Learning techniques
- Teachers will work together to look at the ELA Performance Standards compare writing across all subjects and create common writing prompts for similar tasks
- Teachers will be trained on how to differentiate their lessons at monthly departmental and staff development meetings (ongoing throughout year)
- Teachers will be trained on how to use data to help identify strengths and areas in-need-of improvement in their classrooms

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- Teachers will be trained in Cooperative Learning techniques
- Teachers will work together to look at the ELA Performance Standards compare writing across all subjects and create common writing prompts for similar tasks
- Teachers will be trained on how to differentiate their lessons at monthly departmental and staff development meetings (ongoing throughout year)
- Teachers will be trained on how to use data to help identify strengths and areas in-need-of improvement in their classrooms

Form TIII – A (1)(b)

School: Bronx District 10, School 477
BEDS Code: 321000

**Title III LEP Program
 School Building Budget Summary**

| Allocation Amount: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------------|---|--------------------------|--|--|--|--|--|--|--|--------------|--------------------|----------------|--------------------------|-----|---|---|-------------------------|---------|---|---|----|----------------|---|---|-----|
| 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) - Per session - Per diem | \$13,788 | Title III monies provide per session funding for highly qualified faculty to teach in the school's tutoring program. The Title III tutoring primarily addresses student achievement in US and Global History. Living Environment tutoring is also offered through the same team-teaching model. Per sessions hours and costs for highly qualified faculty for the 22-week Title III tutoring program are illustrated in the chart below: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">PER SESSION COSTS:</th> </tr> <tr> <th colspan="4" style="text-align: center;">Title III Before/After School and Saturday Tutoring, January 9-June 25, 2010</th> </tr> <tr> <th style="text-align: center;">License Area</th> <th style="text-align: center;">Number of Teachers</th> <th style="text-align: center;">Hours Per Week</th> <th style="text-align: center;">TOTAL Hours for 22 weeks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">ESL</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">72, +12 additional = 84</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">66</td> </tr> <tr> <td style="text-align: center;">Social Studies</td> <td style="text-align: center;">2</td> <td style="text-align: center;">7</td> <td style="text-align: center;">160</td> </tr> </tbody> </table> | PER SESSION COSTS: | | | | Title III Before/After School and Saturday Tutoring, January 9-June 25, 2010 | | | | License Area | Number of Teachers | Hours Per Week | TOTAL Hours for 22 weeks | ESL | 2 | 2 | 72, +12 additional = 84 | Science | 1 | 3 | 66 | Social Studies | 2 | 7 | 160 |
| PER SESSION COSTS: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title III Before/After School and Saturday Tutoring, January 9-June 25, 2010 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| License Area | Number of Teachers | Hours Per Week | TOTAL Hours for 22 weeks | | | | | | | | | | | | | | | | | | | | | | | |
| ESL | 2 | 2 | 72, +12 additional = 84 | | | | | | | | | | | | | | | | | | | | | | | |
| Science | 1 | 3 | 66 | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | 2 | 7 | 160 | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | |
|---|-----------------------|---|---------------------------------|--------|---|-----------------------|------------------|--------|---------------|---------------|
| | | <table border="1"> <tr> <td>TOTAL Teacher Per Session Hours</td> <td>=</td> </tr> <tr> <td>TOTAL Teacher Per Session Cost (w/fringe)</td> <td>= 276 hours*\$49.89 =</td> </tr> <tr> <td>\$13,788.00</td> <td></td> </tr> </table> | TOTAL Teacher Per Session Hours | = | TOTAL Teacher Per Session Cost (w/fringe) | = 276 hours*\$49.89 = | \$13,788.00 | | | |
| TOTAL Teacher Per Session Hours | = | | | | | | | | | |
| TOTAL Teacher Per Session Cost (w/fringe) | = 276 hours*\$49.89 = | | | | | | | | | |
| \$13,788.00 | | | | | | | | | | |
| Purchased services - High quality staff and curriculum development contracts | 0 | N/A | | | | | | | | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$6,894 | <ul style="list-style-type: none"> Copier Paper for duplication of DOE/OELL translation glossaries/dictionaries, supplementary practice Regents test questions, graphic organizers, text book and work book pages, and manipulatives duplicated for use in tutoring 22 weeks = 5 months); notebooks, file folders, highlighter markers, white board markers, overhead transparencies and markers, poster paper, art supplies and colored paper for student use in tutoring sessions: \$5194.00 Text books written or adapted for beginning and intermediate level ELL, for use during tutoring sessions: \$1700.00 <table> <tr> <td>Tutoring Paper and Supplies =</td> <td>\$5194</td> </tr> <tr> <td>+ Tutoring Text Books =</td> <td>\$1700</td> </tr> <tr> <td>+ QTEL seminars=</td> <td>\$1000</td> </tr> <tr> <td><u>TOTAL:</u></td> <td><u>\$6894</u></td> </tr> </table> | Tutoring Paper and Supplies = | \$5194 | + Tutoring Text Books = | \$1700 | + QTEL seminars= | \$1000 | <u>TOTAL:</u> | <u>\$6894</u> |
| Tutoring Paper and Supplies = | \$5194 | | | | | | | | | |
| + Tutoring Text Books = | \$1700 | | | | | | | | | |
| + QTEL seminars= | \$1000 | | | | | | | | | |
| <u>TOTAL:</u> | <u>\$6894</u> | | | | | | | | | |
| Educational Software (Object Code 199) | 0 | | | | | | | | | |

| | | |
|---------------|-----------------|---|
| Travel | 0 | Weekend metrocards, free to the school, are used to provide students with transportation to Saturday Tutoring. |
| Other | \$2298 | <p><u>Title III LEP</u> monies are sources for funding parent involvement. Parent-involvement activities include securing translation and interpretation services for all families, awards ceremonies for parents/guardians and their participating students, and the school's annual International Dinner; some supplies for these activities are partially funded through these monies.</p> <p>Parent Classes' Supplies and Instructional Materials (file folders, copier paper for duplication of ESL and Computing lessons and activities): \$298</p> <p>March and June Tutoring Awards Ceremonies/Dinners: \$1000</p> <p>For parents/guardians of participating ELL, the services of a Bilingual (Spanish) Guidance Counselor provide the means to enhanced involvement at school. Title III monies allow the school to extend these services beyond the regular school day, into the Title III program hours, before/after school, Saturdays, and during celebration events in March and June:</p> <ul style="list-style-type: none"> · supplementary translation and interpretation services, · academic advisement with the parent/guardian and student, · counseling, or academic interventions services for at-risk students. · Bilingual Guidance Counselor , \$53.63/per session hour w/fringe* 18 hours = \$1000 <p>TOTAL: \$2,298</p> |
| TOTAL | \$23,080 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Using the ATS report RPOB (GEO code and Home Language code) and HLIS (Home Language Survey for new admits to city schools), we determine the various languages spoken by our student body and verify via interviews with students, whether their parents are fluent in English or will require materials translated into their native language. We download copies of official DOE documents in any of the languages provided by the DOE when appropriate. In house, we translate our documents into Spanish. Since many of our staff speak other languages, they are also asked to help with oral translations. When we need something translated into a language that our staff can not translate, we have used the DOE translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community

- Some of our larger languages represented in our student body are Albanian, Bengali, Arabic, Twi, Fulani, Chinese, Korean and Urdu.
- We have a growing number of languages represented that only 1 – 3 students might speak in the school such as Russian, Serbian, and Burmese.
- Many of our African students and their parents are not fully literate in their native languages so oral translations are best.
- While many of our newly arrived students may not speak much English, there is usually someone in the family that is fluent in English and can facilitate communication with the parents.

These findings have been reported to the school community through PTA and SLT meetings as well as at student town hall meetings and faculty meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

As important materials need to be sent to parents, we will ensure that the document is downloaded/ordered in the nine available languages, duplicated and distributed to students or families at the same time that the document is disseminated to English-speaking students. Whenever possible, the school will translate its own documents into Spanish for simultaneous distribution. The school also uses Phone Messenger to alert parents/guardians by telephone of new information pertaining to school operations and events. Phone Messenger use normally results in calls to the school from families who wish to get the information orally, leading to use of the DOE telephone translation service on an as-needed basis. In other situations the school may translate information within a few days before or after the English language version has been sent out to the parents, to ensure timely provision of the translated documents to parents by using one of the services mentioned above.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School staff or parent volunteers will provide oral interpretation services in those languages that we have learned most students and parents are not fully literate in, such as Fulani, Wolof and Mandinka. During PTA meetings, parent-teacher conferences or educational conferences; oral translation will be provided if we have a staff member who is able to translate. We also provide instructional encourage students to attend meetings and translate for their parents if at all possible.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school currently implements the following practices to ensure compliance with Chancellor's Regulation A-663:

--posting DOE-translated signs outside of the schoolelevators, offices, and entrance doorways to infomr all visitors that translation and interpretation is available;

--upon student enrollment, providing a copy of the Parents' Bill of Rights and Responsibilities translated, in the nine available languages, to parents/guardians who are speakers of those languages;

--offering parent informational meetings, workshops and family events in English and Spanish to serve the needs of the majority of our students' native languages;

--obtaining sufficient DOE forms and signs in translation for the nine available languages, to disseminate information in those languages simultaneously with the English versions, to students and families.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|--|-----------|-----------------|-----------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | \$343,728 | \$232,319 | \$576,047 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$3,437 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$2,323 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$17,186 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | \$11,615 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | \$34,372 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | \$23,231 | |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part A: School Parental Involvement Policy

I. General Expectations

Marble Hill School for International Studies agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part B: School-Parent Compact

This School Parental Involvement Policy has been developed jointly with, the SLT, PTA and Principal and agreed on with parents of students participating in Title I, Part A programs, as evidenced by the SLT chairperson. This policy was adopted by the Marble Hill School for International Studies on May 26, 2009, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 24, 2009.

Marble Hill School for International Studies, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

Marble Hill School for International Studies will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on October 29th and 30th, 2009 for the fall term and on March 18th and 19th, 2010 for the spring term.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: through the advisors, meetings with the guidance counselors, the dean, administration, open school conferences, and mailing of progress reports and report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during Open School Night and Afternoon conferences and through contact with the Advisory class teacher, guidance counselors, and administration.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through individual contact with teachers and the AP.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
-
- Monitoring attendance
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as high school students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Present two rounds of Portfolio Assessments twice a year.
- Complete a project in each class every marking period throughout the four years at Marble Hill
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

MARBLE HILL SCHOOL
FOR INTERNATIONAL STUDIES

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

- Overall area of weakness on Regents found to be essay writing tasks on ELA (tasks one and three), Global and US Regents (thematic essays). ARIS and the 2007-2008 School Progress Report shows student performance lowest on the US History Regents (66.3%) compared to 90.8% on the Global Regents.
- For students on the Advanced Regents Track, fewer passed Math B (4) by end of junior year than Chemistry (27)
- Credit accrual among our Hispanic population in the lowest third is lower at 73.5%, than the lowest third of our ELL, 88%, and other students, 92.6%, in the lowest third.
- A higher percentage of our current 11th graders in the lowest third, 24.1%, earned less than 10 credits during 10th grade.
- Attendance rates decrease by at least 1% for each grade starting at 95% for 9th grade down to 91% for 12th graders.

Per our 2008 Scantron Periodic Assessment Results:

- 67% of 10th – 12th graders that did not yet pass the ELA Regents were found to be reading below grade level
- 53% of 10th and 11th graders that did not pass a Math Regents exam (Integrated Algebra, Geometry and Math A) were below grade level in Math skills

| Exam | Percentage of ELL Passing Exam | Percentage SIFE Passing | Percentage of General Education Students Passing |
|--|--------------------------------|-------------------------|--|
| English Language Arts | 47% | 64% | 91% |
| Global History | 77% | 76% | 98% |
| US History | 70% | 70% | 93% |
| Integrated Algebra, Geometry or Math A | 79% | 46% | 100% |
| Living Environment | 84% | 83% | 100% |

Our ELL population (They include nineteen beginners, sixty-nine intermediate, and fifty-five advanced level students):

- The number of ELL students in cohort 2010 that have not passed 1 or more of the 5 mandated regents for graduation in Grade 12 is nine times higher than our mainstream population (27 compared to 3)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Small group instruction is provided for at-risk students.
- Seminar classes created for students who have not yet passed the state graduation requirements
- Students that have between 64-74 on ELA and/or Math programmed for seminar classes
- Collaborative projects across ELA and history classes created to help students improve in their reading and writing skills needed for state Regents exams.
- Peer Tutoring is provided in the mornings, small group tutoring after school with content teachers, and on Saturday.
- English Language lunch discussion groups meet two times a week to assist newly arrived ELL's with their communication skills in English.
- AP courses offered to juniors and seniors and College Now courses to students who qualify by CUNY standards
- Academic Intervention Services and Special Education Services provided for students in need

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Block scheduling for entire student body with classes lasting one hour - two hours.
- ESL through the content areas as introduced by Chamot and O'Malley in 1994 through the Cognitive Academic Language Learning Approach (CALLA)
- Project-based and portfolio assessment system for all students - providing students with meaningful interaction and forum to defend their work
- 3 week Summer Bridge program for lower level incoming 9th graders in literacy and math skill development
- Inquiry Team work used to adjust curriculum and professional development
- Extended day program through after school tutoring, morning peer tutoring and Saturday school

- QTEL methodologies used by content and ESL teachers across grades and subjects
 - o Help provide an enriched and accelerated curriculum.

- Differentiated learning strategies used across all grades and subjects to enable all students to be challenged
- Mandated arts classes in 9th and 10th grades and arts electives in upper grades
- College Now courses for 10th - 12th graders that qualify
- Weekend courses at Lehman for students in arts and sciences
- AP courses (Biology, ELA Lit, ELA Language, Spanish Lit, Spanish Language, Calculus, Physics)
- Advertise, recruit, recommend and assist students in applying for academic enrichment programs with local agencies like Serano Leadership Program, Minds Matter, Riverdale Neighborhood Program, Build On, SAT prep courses
- Coordinate, recruit and hold international exchange program (China)

- o Meet the educational needs of historically underserved populations.
 - Use data to identify students in underserved populations that are at risk and in need of academic intervention services
 - Provide extended day classes for ELL's, SIFE, Special Education students, and overage students
 - Individual programming for all students that takes into account their academic standing and challenges they are facing and need additional support to overcome

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Weekly Academic Intervention Team meetings to discuss progress of at risk students and determine appropriate interventions such as counselling, mentoring, parental meetings, conduct sheet, small group instruction or other interventions
 - Individual programming students to provide necessary interventions
 - College Preparedness is discussed from the 9th grade and woven into the instruction of all classes, including advisory.
 - Whole school annual events that encourage students to think beyond high school: Alumni Day and Career Day
 - In the senior year, a first semester course for all seniors that is dedicated to the college selection and application process called College Readiness. All students are mandated to apply to a minimum of six schools, three scholarships, and FAFSA (if able) as class requirement and part of senior exit project.

- o Are consistent with and are designed to implement State and local improvement, if any.

The school data is constantly reviewed by administration, guidance, programmers, testing coordinators, and teachers to develop strategies and address areas in need of improvement for all students to ensure proper academic advancement that will lead to on time graduation.

3. Instruction by highly qualified staff.

100% of our staff is highly qualified and teaching within their certification.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Weekly PD program that was cojointly created with teachers, coaches, and administration to address:

- Student needs
- School wide goals
- Departmental needs

Presented by teachers and outside organizations.

- Calendar of relevent academic topics for PTA meetngs (Graduation requirements, ARIS ParentLink, Review of past Regents samples, College Process, Special Needs, Computer training...)
- Teacher, Support Staff, and Administration attend professional development provided by DOE, SCA, UFT, and PSO - New Visions

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- The school hiring committee; composed of the UFT rep, principal, assistant principals, guidance and 1-3 other teachers; have developed a hiring procedure that involves a group interview, demo lesson, writing sample, and feedback session.
- Recruitment through our PSO - New Visions hiring fairs and connections with various colleges and universities in the area

6. Strategies to increase parental involvement through means such as family literacy services.

- Phone messenger, used to send regular messages about school events, sent out in 8 different languages as well as to parent/guardian email addresses.
- Teachers, Guidance, and Administration use DOE over the phone translation services to explain important matters and encourage parental involvement
- Parent Newsletter sent out every 3 months
- Letters and documents sent home in various languages, when possible

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Teachers provided professional development in data use and allowed time to work with their department, individually with their target group of at risk students, and with the whole teaching staff every month.
- Teachers asked for input on academic assessments through our Wednesday PD format.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Individual teachers, grade teams, and the AIS team review frequently, to review status of at risk students and assess their progress and next steps.
- Extended day tutoring and Saturday program
- Counselling
- Mentoring
- Parent-Teacher Conference

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Guidance and AIS team recommend and coordinate use of Federal, State, and local services and programs for students.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Alignment of the curriculum to the NYS ELA standards and equal access for all students to a rigorous curriculum are, and have been, an ongoing concern at MHSIS. Curriculum alignment has been addressed and will continue to be addressed in sessions by teachers and administration during staff development days at the beginning and at the end of the school year, Chancellor's Days, New Visions' retreats, professional development, Circular 6, and common planning times. Another method of information gathering on curriculum development occurred at the beginning of the 2009-2010 school year, when the Administration supported each faculty member in developing an Individual Professional Plan with alignment to the school's annual goals; Departments also created Departmental Professional Plans to meet the school's students and annual goals. Thus, from individual teachers to the school's target populations and organizational goals, the school has planned to achieve improved student performance through curricular improvements and adult learning. Instructional resources are always an issue in any school; the school has applied for grants to enhance its existing ELA and ESL books and materials, and maintains a Literacy Coach to further align materials and resources to the needs of students and curriculums.

Beginning with common planning periods and the upcoming Chancellor's Day in February 2010, we will determine implications of these findings for individual curriculums.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through several school-wide structures, students are provided with a rich range of opportunities to develop writing skills beyond what is required in ELA classes. First, development of listening and speaking skills comes through a school-wide emphasis on collaborative learning and Accountable Talk, as well as through the resulting individual and group presentations. Next, the school's project-based, portfolio assessment system also requires three projects from each student in every subject area each semester, culminating in a one-on-one portfolio presentation to an educator. Projects and portfolio provide a unique level of curricular transparency among the faculty and students, and a sophisticated professional development experience for each faculty member. Each teacher evaluates portfolio presentations of students from all grades, in all of those students' subjects. During portfolios, the faculty learns about curriculums, state learning standards, and Regents exam demands in other content areas, as well as the developmental obstacles faced by students in the different grades. As a result of the

portfolio process has mapped, and continues to map, an increasing number of cross-curricular learning opportunities for their students. Finally, vertical alignment of ELA curriculum has been developed through the school's professional development program, particularly through collaborative planning between the ELA and ESL departments.

All written curriculum is in a continual state of revision. Curriculum maps are filed in binders in the faculty lounge and electronically on the school's faculty server. At the beginning of each term, the school's literacy coach collects Predicted Curriculum from all ELA and ESL teachers to ensure communication among teachers and coordination of resources for the best service of students. The school is also using a Google Docs "living curriculum" map for ongoing completion of curriculum units throughout the year.

The curriculum map requirements set for the school by the principal include:

- content knowledge and skills,
- literacy across subject areas,
- assessments,
- essential thematic questions for each unit,
- interdisciplinary concepts or units,
- research skills differentiated for all grade levels,
- instruction in technology and software for all grades,
- materials and resources.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Going forward, the school faculty will re-evaluate curriculums in light of the audit findings and to determine the extent to which the actual content and skills that are covered in ELA and ESL classes is consistent with standards and curriculum maps:

- to alleviate gaps between curriculum maps and the "living curricula" happening daily in classrooms;
- to develop horizontal alignment of teaching the essay and research skills across all content areas;
- to streamline dissemination of materials and resources that are relevant and current to teachers for classroom use;
- to design professional development activities around topics such as differentiation of instruction, Bloom's Taxonomy and questioning techniques, and writing across the curriculum
- through common planning periods, Departmental Conferences, Faculty Conference, and Chancellor's Professional Development days
- through the school's Literacy and Math Coaches and a school-wide focus on reflective teaching practice
- through Inquiry Teams for grades 9 and 10 ,which respectively target 1) acquisition of Basic Interpersonal Communication Skills (BICS), and 2) writing in social studies.

Curriculum revision and tracking will occur during professional development days at the end of each academic term, beginning in February 2010. The school faculty also have begun to upload curriculum maps and project descriptions to the school's faculty server, creating a

complete electronic record that can more easily be shared and adapted.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Implementation of the new math curriculums for Integrated Algebra, Geometry, and Trigonometry is an ongoing concern at MHSIS. Curriculum alignment has been addressed and will continue to be addressed in sessions by teachers and administration during staff development days at the beginning and at the end of the school year, Chancellor's Days, New Visions' retreats, professional development, Circular 6, and common planning times, as well as in Departmental Conferences and through the work of the school's Math Coach.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although we have not examined this data fully as a Math Department at Marble Hill, we would predict that the findings are not applicable to our school. We have a strong history of success in the Math A Regents exam at our school. We also have strong structures in place, with Work Registers (pacing guides) to guide our teachers in their delivery of the curriculum. While the Math A curriculum is reflective of the old state standards, we are applying the same curriculum structures to the new state standards and curriculums and anticipate similar results.

One hindrance, however, that we do see is that the volume of curriculum in Integrated Algebra is too great to cover in sufficient depth for the time allotted. Although we recognize the desire to address a wide variety of topics in the first year of high school mathematics, it is a heavy burden for high schools to absorb and contributes significantly to the "lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards."

Finally, "time will tell" the degree to which the new math curriculums alleviate the gaps that previously existed between Math A and Math B.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school needs professional development activities, or monies for PD, related to teaching math to ELLs. One obstacle the faculty has faced is the timing and length of QTEL PD seminars offered to New York City schools. Teachers have refused to attend sessions that were free, in order to avoid a negative impact on their students' Regents exam readiness. The school needs professional development resources during the summer when teachers can invest a week in professional learning without leaving their classes or forgoing vacations during the school year.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

To determine implications, the Administration will assess past and current data:

- Formal Observation Reports,
- Teachers' Intervisitiation Reflections,
- Learning Walk summaries
- Course Syllabi newly required from teachers this academic year,
- Portfolio Evaluation Guidelines,
- Mid-Year Exams.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

When walking through classes, it is easy to see the engagement in student faces and the variety of instructional methods being used across grades and subjects. There are some classes where direct instruction is ore predominant, but that is infrequent. We purposely furnished the school with tables in different sizes and shapes to engender greater discussion among students and hands-on, collaborative group work. We also offer professional development session on collaborative group work and Accountable Talk, to foster critical thinking and experiential

learning in the school. This may be the reason that so often, students are engaged in a variety of learning opportunities throughout their school day and across subjects. Student-centered learning will also be the focus of one of our Learning Walks in the coming months.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As stated previously, the mathematics department at Marble Hill meets regularly during Departmental Conferences and Circular 6-R common planning periods to discuss current issues, common practices and alignment of our work. We will address these findings during this time to determine whether or not this finding is relevant to our school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although we have not examined this data fully as a department at Marble Hill, we would predict that the findings are not applicable to our school. Our school infrastructure-- tables rather than individual desks-- supports collaborative discussions. Moreover, during our Departmental meetings in the Math department, we discuss strategies for having students teach each other along with investigations for students to

extrapolate and apply concepts. In addition, graphing calculators are provided for every student in every mathematics classroom, and we have additional mathematics technologies available on laptops such as Geometer's Sketchpad and Computer Algebra Software.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We can easily see the rate of turnover since we opened our doors in 2002, which is high at about 30% average. Since we spend a lot of time training and mentoring our new teachers, it is a relevant and pertinent issue to the stability and success of our students and school.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

MHSIS, in its brief history has roughly a 30% turnover rate.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

New teachers receive extensive mentoring. Weekly Professional Development sessions are designed to focus on their instructional needs as well. For our new teachers we want to provide numerous avenues of support that are easily accessible. We also had a focus group last year that looked at how we can better support our new teachers and we have implemented some of these ideas that came out of that group such as early discussions about portfolio's, classroom assessments and state assessments – all of which greatly impact a classroom and also help a teacher assess how they are doing and what they need to alter within their lessons or curriculum.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively

communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At the beginning of the school year, all teachers completed an Individual Professional Plan and they were asked about what professional development they would like to go to or areas they feel they needed to improve on in their instruction. There was also a menu of possible topics and the above topics were all there so we were able to assess that the majority of our subject teachers would like to learn more about ESL strategies like QTEL. Our school also has a very easy form of internal communication via an email news group. Administration and teachers email a staff newsletter and professional development opportunities on a weekly basis. Many teachers do respond and give feedback. Departments have also completed Departmental Professional Plans to assess departmental goals and professional development needs. Currently we have two groups enrolled in the SAM (Scaffolded Apprenticeship Model) program at New Visions. These groups work closely with a target population to identify weaknesses and strategies to address these deficiencies. Target populations at our school are generally groups of ELLs. SAM members present their findings to the entire staff to promote increased success with students outside of the sphere of success.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Many teachers, even those who have worked with ELLs in mainstream classes in the upper grades, have requested additional PD on ESL methodologies.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will ensure that we cover a variety of ELL issues through our professional development program and also encourage intervisitations. ESL/English Departmental meetings are frequently held together, emphasizing the interconnectedness of ELL issues with English issues and vice a versa.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We can assess our current procedures we have in place for notifying students, parents and teachers of NYSESLAT scores and teaching them how to read the scores. Annually we do at least two PD's for staff on ELLs, the regulations concerning ELLs and how to read the scores. In addition to the NYSESLAT, we monitor students' academic progress through mock Regents examinations and Periodic Assessments. We use the ELL periodic assessment for our weaker ELLs and Scantron-edperformance for higher level ELL. Extensive analysis is done on all of these assessments to determine individual strengths and weaknesses in language acquisition, content and academic skills.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Since a third of our student population are ELLs, it is very relevant to our teachers and administration to make sure everyone understand the various assessments that pertain strictly to ELLs. They also need to know which students get testing accommodations so they can ensure the students know and are familiar with using these accommodations on a regular basis.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches

that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- 6.1 a. Marble Hill provides professional development session on Special Education at least twice a year. This year, the school has offered additional session in response to faculty requests and PD session reflections.
b. All teachers are informed of their special education students at the beginning of the year, and throughout the year, when there is a change in modification.
c. Teachers are given access to the students' IEP which are located in the guidance office.
d. Teachers case conference with special education teacher and guidance counselor for updates on student academic and social behavior regularly.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

7.1 These findings are relevant to our school. More than once, we have identified students whose IEPs are lacking behavioral goals and objectives for students with behavioral issues among other type of alignment issues. Perhaps, the reason for this is that in order to develop a behavioral plan, direct interaction with teachers should be the norm at the time of the evaluation. We do not think that a teacher's report is enough feedback for evaluators to be able to make a real assessment of either the behavior or academic need of the student. During the school year 2008-2009 the following process was followed in order to attempt a more accurate evaluation of students identified as academically at risk. This process included:

a. Identifying students at risk – once a student is identified the necessary response to interventions are put in place to address the student's needs. Such response to interventions include: mandated after-school and Saturday tutoring, referral to peer tutoring, individualized programming i.e. regents prep classes, classes in small setting, classes in a collaborated team-teaching setting, in addition to behavior modification strategies in the classroom. *Notice that some of these responses to intervention are some of the same accommodations that could very well be recommended on an IEP was an evaluation is conducted on a student. As a school we are making every effort to enable our students achieve academic success.*

b. Recommending student for a special education evaluation - teachers collect classroom work, homework, and writing samples which are indicators of a student academic needs. These work samples are attached to teachers' reports in which they attempt to represent a vivid picture of the student's performance and behavior in the classroom.

c. Referral for an educational evaluation - the guidance counselor and special education teacher, fill out an initial evaluation form, and collect student work from teachers.

d. Request for evaluation - is sent to the Committee on Special Education within the John F. Kennedy Campus.

e. Evaluation Process - The process should entail increased transparency and alignment between the campus Committee on special Education (CSE) findings about an IEP student, and the documented input of the student's classroom teachers. The CSE conducts an academic evaluation, which we have found usually to reflect the documented input from the student's classroom teachers; and a Social and Emotional evaluation, which we have usually found not reflective of documented input from classroom teachers.

f. EPC Meeting - the family meets with the CSE and Marble Hill Guidance counselor, general and Special Education teachers to discuss the findings of the evaluation. At this meeting official accommodations are put into place according to the student's IEP.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There have been students about whom the recommendations made by the CSE team on the IEP were not aligned with the findings in the student's social and emotional evaluation. Data-driven recommendations are necessary for a student's IEP, if a school is to carry out the student's individual plan according to the best possible evaluation by Special Education professionals.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

when our school's staff feels that the IEP does not accurately portray and addresses the student's needs, whenever possible, new recommendations are made at the annual review and/or a reevaluation is requested. In either case the decision made is supported by academic and classroom anecdotal from teachers.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

The Guidance Office will provide donated clothing and school supplies, referrals for students and family to social services and counseling, and academic intervention services as needed.

Part B:

For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

The Guidance Office will provide donated clothing and school supplies, referrals for students and family to social services and counseling, and academic intervention services as needed.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A