



**MARBLE HILL HIGH SCHOOL FOR INTERNATIONAL STUDIES**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: MARBLE HILL HIGH SCHOOL FOR INTERNATIONAL STUDIES**

**ADDRESS: 99 TERRACE VIEW AVENUE**

**TELEPHONE: 718-561-0973**

**FAX: 718-561-5612**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321000011477 **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)* Ellen Banks

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10 **CHILDREN FIRST NETWORK (CFN):** New Visions for Public Schools

**NETWORK LEADER:** Derek Smith/Sharon Prince/Enid Serrano

**SUPERINTENDENT:** Elena Papaliberios

**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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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.
Pat Bernal	UFT Chapter Leader	Electronic Signature Approved.
Mary Helen Hughes	UFT Member	Electronic Signature Approved. Comments: yes
Daniela Breton	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: approved
Ellen Banks	Student Representative	Electronic Signature Approved. Comments: This is Ellen Banks
Aboubacar Kaba	Student Representative	Electronic Signature Approved. Comments: approved

\* 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

Received 2010 National Center for Excellence in Urban Education Award Awarded silver medal by U.S. News and World Report for America's Best High Schools in 2007 - 2010

- Named one of New York City's best public schools in "New York City's Best Public High School; A Parents' Guide" 2007 - 2009

Named one of Best High Schools by New York Post 2009 and 2010 Guide

Other features of the school include: advisory, student council, advanced placement classes, community service, 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 On.

### **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.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Marble Hill High School for International Studies								
<b>District:</b>		10	<b>DBN #:</b>		10X477	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			92.5	92.5	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			97.6	97.84	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			80.6	86.1	94.9	
Grade 8		0	0	0						
Grade 9		104	112	112	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		117	109	121	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		96	123	129			1	73	TBD	
Grade 12		101	83	83						
Ungraded		0	1	0	<b>Recent Immigrants - Total Number:</b>					
Total		418	428	445	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							37	32	11	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		14	24	TBD	
# in Collaborative Team Teaching (CTT) Classes		5	4	8	Superintendent Suspensions		8	8	TBD	
Number all others		0	3	12						
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	165	150	144	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	8	Number of Teachers	33	31	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	5	TBD
				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	10	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	50	66.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	35.3	36.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	88	TBD
American Indian or Alaska Native	0.2	0.5	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	17.5	18	18.2				
Hispanic or Latino	60.8	61.2	62.9				
Asian or Native Hawaiian/Other Pacific Isl.	15.1	13.8	11.2				
White	6.5	6.5	5.8				
Multi-racial							
<b>Male</b>	46.9	44.9	45.6				
<b>Female</b>	53.1	55.1	54.4				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>				√	√	√	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				√	√		
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				<b>4</b>	<b>4</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	101.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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/Teacher 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 your 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 :

- Our graduation rate has decreased from 91% in 2007 to 89.7% in 2010.
- For students on the Advanced Regents Track, 28 or 29% of cohort 2011, 7 already have passed the 9 Required regents, and of the remaining 21, 1 needs to pass the Algebra Regents, 2 - Geometry, 13, Algebra 2 and Trig, 10 - a Physical Science, and 3 a Foreign Language Regents.
- Credit accrual decreased from 90+% for our freshmen and sophomores down to 81.4% in the third year, with the lowest third at 75%.
- There is a drastic drop in attendance rates from the 10th grade to the 11th and 12th grades. From the 9th to 10th grade, attendance rates dropped only 1%; from 95% - 94% but then dropped another 4% to 90% by the 11th grade.

- **Our ELL population:**

18 beginners, 66 intermediate, and 44 advanced level students

32 SIFE (25% of ELL population)

The larger language groups are the following:

70 or 54% speak Spanish

16 or 12% speak Bengla

9 or 7% speak Arabic

7 or 5% speak French

Percentage of ELL's Passing the following Regents exam by Cohort 2011 (37 students):

ELA - 62%

Global - 78%

US - 65%

Integrated Algebra, Geometry, and/or Algebra 2 and Trig - 83%

Living Environment - 75%

Cohort 2012 (33 students):

ELA - 3%

Global - 69%

Integrated Algebra and/or Geometry - 60%

Living Environment - 72%

**Special Education Population (36 students - 7.9%):**

Percentage of Special Ed Passing Regents by

Cohort 2011 (5 students):

ELA - 20%

Math - 60%

Global - 20%

US - 20%

Living Environment - 40%

Cohort 2012 (8 students):

ELA - 0%

Math - 50%

Global - 75%

Living Environment - 62.5%

Greatest Accomplishments:

2010 National Excellence in Urban Education Award

2009-10 Silver Medal in US News edition of "America's Best High Schools"

Outstanding on Quality Review in 2007 and A on School Progress Reports for 2007 - 2009

- Average graduation rate of 90% for first four cohorts
- Attendance average of 91+%
- Increased number of Advanced Regents each year from 6% in 2006, to 14% in 2007 and 17% in 2008, and 21% in 2009
- 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

- Creation of semester senior college preparatory classes called College Readiness that has resulted in 92% of cohort 2010 getting accepted to college and \$2.3 million in scholarship awards
- 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
- 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
- Active student body that continues to advocate for improvements and additional school offerings
- Numerous student initiated clubs and extra curricular activities both at our school and within the campus
- 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
- Wide range of AP offerings (English Language, English Lit, Calculus, US History, World History, Biology, Physics, Spanish language and Spanish Literature)
- College and Career Awareness through Advisory, College Readiness classes as well as special events like Career Day, Alumni Day, College Fairs, College Recruitment Speakers, and PTA college events
- 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
- 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, College Network, and Data Specialist meetings
- 
- 
- **Significant Barriers to School's Continuous Improvement:**
- 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
- Outdated and largely in-operable lab rooms for Science classes at required levels as well as advanced Science courses
- Strong and active partnerships with CBO's that can assist school in obtaining resources and additional opportunities for students outside of school
- 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
- Great range of diversity of student levels from 1-4 throughout all grades and classes which requires intense 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 80% of each cohort will accumulate 10+ credits or more within the school year  <b>0% of all students in each cohort will acquire at least 5 credits by January 2011 and 80% of all students will acquire at least 10 credits by June 2011.</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>After conducting our needs assessment, we determined that the drop in credit accrual in the upper grades needed to be a focus since this is necessary for graduation and also an predictor of on time graduation in 4 years.</b>
<input type="checkbox"/> Ensure that 80% of cohort 2012 pass both the US and ELA regents.  95 out of 119 students will pass both the US and new ELA regents with a 65 or higher by June 2011.	<input type="checkbox"/> After analyzing our Regents results for previous cohorts (2011 and 2010) the SLT realized that the US and English Regents were the most challenging regents of the 5 required for a Regents Diploma. Since this year is also the new ELA regents and all juniors in cohort 2012 will be taking it for the first time, we felt that a goal of 80% passing on both of these regents was both an attainable and practical goal that would help cohort 2012 enter their final year of high school on in good standing. By January 2011, 50% or more of Cohort 2012 will have taken and passed the ELA Regents (60 out of 119 students).  <b>By June 2011, an additional 30% or more of Cohort 2012 will have taken and passed the US History Regents exam (95 out of 119 students) and 80% of will also pass the US History Regents.</b>
<input type="checkbox"/> 90% of Cohort 2011 will apply to CUNY or other colleges before June 2011 (85 out of 95 students).	<input type="checkbox"/> The college application process continues to be a difficult, confusing and time consuming process for our seniors and most students often have little parental support through the process.  All seniors in cohort 2011 will have a fall semester course called College Readiness where they will go

	<p>through the entire college application process by January 2011.</p>
<p><input type="checkbox"/> To increase our annual attendance rate to 92.5% .</p>	<p><input type="checkbox"/> After reviewing our attendance data the SLT found that the school-wide attendance rate has continued to drop since 2006-07 .84% from 92.94% in '06-'07 to 92.1% in '09 - '10. While the drop is slight we know that attendance is essential for students to learn and graduate and we want to turn this downward trend around.</p> <p>By the end of January 2011, our school will have had at least 2 months at 92% attendance and by June 2011, the school's average daily attendance rate will be at least 92.5%.</p>
<p><input type="checkbox"/> 89% of cohort 2011 will graduate with either Advanced Regents, to Regents diplomas, local diplomas or IEP diplomas. (85 out of 95 students must graduate by June 2011).</p>	<p><input type="checkbox"/> Every year, our SLT determines that a graduation goal is essential. After reviewing the full cohort 2011 credit and regents accrual list, the SLT determined that 89% of students should be able to graduate with any where from either an IEP diploma to an Advanced Regents Diploma.</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 2010-11 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, PLA, 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) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>80% of each cohort will accumulate 10+ credits or more within the school year</p> <p><b>0% of all students in each cohort will acquire at least 5 credits by January 2011 and 80% of all students will acquire at least 10 credits by June 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Students in cohort 2012 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)</p> <p>Mock Regents will be given in the beginning of September to be focused on through ELA instruction for students at-risk. (Testing Coordinator, Administration, Coaches and Teachers)</p> <p>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)</p> <p>Ongoing assessment and work with teachers on curriculum mapping aligned to state standards and assessments. (Teachers, Coaches, and Administration)</p> <p>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</p>

	<p>students, teachers, and parents when necessary(Administration, Teachers, Guidance)</p> <p>A new inquiry team of 11<sup>th</sup> grade teachers will focus on at-risk students in the 2012 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>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funding Sources to be used:  TL Children First Inquiry Teams Funding, Title III, Contract for Excellence, and will be used.</p> <p>Additional Funding will also be sought out by writing grants for tutoring and online student and teacher resources.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>By January 2010, 30% or more will have taken and passed the ELA Regents (3 students) by scoring at level 3 or 4</p> <p><b>By June 2010, 30% or more have taken and passed the ELA Regents by scoring at level 3 or 4</b></p>

**Subject Area**  
**(where relevant) :**

**Global History**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Ensure that 80% of cohort 2012 pass both the US and ELA regents.</p> <p>95 out of 119 students will pass both the US andnew ELA regents with a 65 or higher by June 2011.</p>
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<p><b>Action Plan</b>  <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><input type="checkbox"/></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)  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><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I SWP, TL Children First Inquiry Teams Funding, TL FSF, and TL Fair student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Milestone: <b>January 2010, 5% or more have taken and passed the Global History Regents (5 students)</b></p> <p><b>June 2010, 6% or more have taken and passed the Global History Regents exam</b></p> <p>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
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**Subject Area (where relevant) :** Math, ELA, Upper Level Science, Foreign Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<input type="checkbox"/> 90% of Cohort 2011 will apply to CUNY or other colleges before June 2011 (85 out of 95 students).
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<input type="checkbox"/> Individually program cohort 2011 students.  Schedule all students in cohort 2011 who have passed two of the three Math Regents for the third Math Regents or for a seminar class to ensure they can try for a 75 in one of the Math courses. Give Mock Math Regents in September and analyze results for trends and patterns that can shape course instruction and curriculum. Upper level Math, Math Seminar and Chemistry/Physics teachers Individual Professional Plans (IPP’s), observations conferences, common planning and professional development will be aligned to support student needs. <ul style="list-style-type: none"> <li>• Students will review their transcripts and senior year plan with the guidance counselor or in College Readiness class through ARIS, the New Visions Student Trackers, and Datacation.</li> </ul> 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. Students will attend orientation sessions regarding the college admissions process and

	<p>entry requirements for CUNY and SUNY schools as well as college fairs.  Tutoring will be provided to those students at risk of not passing the Regents in January or June '11.  meetings over course of year with cohort 2011.</p> <ul style="list-style-type: none"> <li>• PTA meetings, open school night, and parent conferences about the college application process, college readiness indicators and ARIS.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>  Funding Sources to be used:  Title I SWP, TL Children First Inquiry Teams Funding and TL Fair student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>  Milestone:  January 2011, 3% or more will have taken and passed a third Math Regents  <b>June 2011, 2% or more will have taken and passed a third Math Regents and/or Chemistry or Physics, and a Foreign Language Regents</b></p> <p>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  Senior Exit Project</p>

Subject Area  
(where relevant) :

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

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To increase our annual attendance rate to 92.5% .</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></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. 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.</p> <p>New and Second year teachers will continue being mentored. 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.</p> <p>Staff will volunteer to participate retreats organized by our PSO each semester.</p> <ul style="list-style-type: none"> <li>• Two whole-day Chancellor's conferences and various PD sessions outside of school will be attended by teachers, staff and administration.</li> <li>• 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.</li> <li>• Inquiry teams will be formed to look at students outside the sphere of success.</li> </ul>



	<p>as well as individual transcript review meetings with their advisory teachers, guidance and parents.</p> <p>Teachers will also track progress for cohort 2011 students through case conferencing meetings held each marking period and Academic Intervention Team meetings.</p> <p>Additional tutoring and small group classes will be scheduled for at-risk students.</p> <p>All students will be programmed for College Readiness classes to ensure they are completing all requirements for graduation as well as the college application process.</p> <p>At-Risk seniors will be mentored through one Inquiry Team.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I, Title III, TL Fair Student Funding, IDEA Mandated Counseling, and TL Parent Coordinator</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>By January 2011, 60% of cohort 2011 will be on track to graduate in both Regents and credit accumulation.</p> <p>By June 2011, a total of 89% of cohort will be ready to graduate.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: 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	38	17	15	28	27	5	2	4
10	19	13	14	23	14	4	3	5
11	24	44	14	16	10	2	1	3
12	19	35	32	18	19	2	7	4

**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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <b><u>Academic Interventions for at-risk students referenced in the AIS Chart</u></b></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><input type="checkbox"/> 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> <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><b>Mathematics:</b></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b><u>Academic Interventions for at-risk students referenced in the AIS Chart</u></b></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><input type="checkbox"/> 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><b>Science:</b></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Academic Interventions for at-risk students referenced in the AIS Chart</b>  <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><input type="checkbox"/> 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>

	5) Mandated tutoring during Extended Day and Saturday Academy for Living Environment
<b>Social Studies:</b>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Academic Interventions for at-risk students referenced in the AIS Chart</b>  <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>ESL or Special Education Team-Teacher with Global Studies Teacher</p> <p>One-semester, Regents Prep Seminars for students needing to make multiple attempts to pass Global Studies or US History and Government 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 10 Team Writing for Social Studies</p> <p>Grade 12 Team Mentoring and Goal Setting with Classroom Teacher, Guidance and Administration</p> <p><input type="checkbox"/> 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>

	5) Mandated tutoring during Extended Day and Saturday Academy for Global and US History Regents exams
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Individual conferences with students. Case conferencing with grade teams and individual teachers. Group conferences. Parent-student-teacher conferences. Referral for additional services outside school.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> 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.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Referral by guidance counselor to social worker. Individual referrals to meet with social worker once a week during school hours. Services offered as needed.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> 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** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**9-12**

**Number of Students to be Served:**

**LEP 128**

**Non-LEP 10**

**Number of Teachers 5: 2 ESL-certified, 2 social studies-certified, one science-certified and one math certified**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**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 and Math Teach	2
Social Studies	2

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 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

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 our new data system, datacation and Skedula to help identify strengths and areas in-need-of improvement in their classrooms

**Section III. Title III Budget**

School: **Bronx District 10, School 477**  
 BEDS Code: **321000011477**

<b>Allocation Amount:</b>											
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>									
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$22,560	<input type="checkbox"/> <input type="checkbox"/>  Per sessions hours and costs for highly qualified faculty for the 23-week Title III tutoring program are illustrated in the chart below:									
<b>PER SESSION COSTS:</b> Title III Before/After School and Saturday Tutoring, January 9- June 25, 2010											
		<table border="1"> <thead> <tr> <th>License Area</th> <th>Number of Teachers</th> <th>Hours Per Week</th> <th>TOTAL Hours for 23 weeks</th> </tr> </thead> <tbody> <tr> <td>ESL</td> <td>2</td> <td>7</td> <td>161 + 6 hours for</td> </tr> </tbody> </table>	License Area	Number of Teachers	Hours Per Week	TOTAL Hours for 23 weeks	ESL	2	7	161 + 6 hours for	
License Area	Number of Teachers	Hours Per Week	TOTAL Hours for 23 weeks								
ESL	2	7	161 + 6 hours for								

		<table border="1"> <tr> <td>1 Science and 1</td> <td>2</td> <td>5</td> <td>110</td> </tr> <tr> <td>Social Studies</td> <td>1</td> <td>3.5</td> <td>80</td> </tr> <tr> <td colspan="3">TOTAL Teacher Per Session Hours</td> <td>= 357</td> </tr> <tr> <td colspan="3"><b>TOTAL Teacher Per Session Cost (w/fringe)</b></td> <td>= 357 hours*\$49.88 =</td> </tr> <tr> <td colspan="3"><b>\$17,82700</b></td> <td></td> </tr> </table>	1 Science and 1	2	5	110	Social Studies	1	3.5	80	TOTAL Teacher Per Session Hours			= 357	<b>TOTAL Teacher Per Session Cost (w/fringe)</b>			= 357 hours*\$49.88 =	<b>\$17,82700</b>			
1 Science and 1	2	5	110																			
Social Studies	1	3.5	80																			
TOTAL Teacher Per Session Hours			= 357																			
<b>TOTAL Teacher Per Session Cost (w/fringe)</b>			= 357 hours*\$49.88 =																			
<b>\$17,82700</b>																						
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/>																				
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,233	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Humanities, Science and Math Text books written or adapted for beginning and intermediate level ELL, for use during tutoring sessions: <b>\$3233</b></li> </ul>																				
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/>																				
<b>Travel</b>	0	<input type="checkbox"/> Weekend metrocards, free to the school, are used to provide students with transportation to Saturday Tutoring.																				
<b>Other</b>	\$1500	<input type="checkbox"/> <p>Title III LEP monies are used here to fund parent involvement. These activities include awards ceremonies and refreshments and food for participating students and their parents/guardians. The school's annual International Dinner is included in these events.</p>																				

<b>TOTAL</b>	<b>0</b>	

## **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 services of the DOE Translation and Interpretation Unit.

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 documents are 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 School Messenger and Datacator/Skedula to alert parents/guardians by telephone and email of new information pertaining to school operations and events. School 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 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>.

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

--posting DOE-translated signs outside of the school elevators, offices, and entrance doorways to inform 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 2010-11:	\$395,733	\$199,806	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,957		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,786	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33479	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 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.

N/A

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

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

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**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.

### **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:

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**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.

### 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, 2010, 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, 2010.

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 2010-2011.

### 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 28<sup>th</sup> and 29<sup>th</sup>, 2010 for the fall term and on March 17<sup>h</sup> and 18<sup>th</sup>, 2011 for the spring term.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: thorough 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**

**Section I: Schoolwide Program (SWP) Required Components**

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.

- Our graduation rate has decreased from 91% in 2007 to 89.7% in 2010.
- For students on the Advanced Regents Track, 28 or 29% of cohort 2011, 7 already have passed the 9 Required regents, and of the remaining 21, 1 needs to pass the Algebra Regents, 2 - Geometry, 13, Algebra 2 and Trig, 10 - a Physical Science, and 3 a Foreign Language Regents.
- Credit accrual decreased from 90+% for our freshmen and sophomores down to 81.4% in the third year, with the lowest third at 75%.
- There is a drastic drop in attendance rates from the 10th grade to the 11th and 12th grades. From the 9th to 10th grade, attendance rates dropped only 1%; from 95% - 94% but then dropped another 4% to 90% by the 11th grade.

- **Our ELL population:**

18 beginners, 66 intermediate, and 44 advanced level students

32 SIFE (25% of ELL population)

The larger language groups are the following:

70 or 54% speak Spanish

16 or 12% speak Bengla

9 or 7% speak Arabic

7 or 5% speak French

Percentage of ELL's Passing the following Regents exam by  
Cohort 2011 (37 students):

ELA - 62%

Global - 78%

US - 65%

Integrated Algebra, Geometry, and/or Algebra 2 and Trig - 83%

Living Environment - 75%

Cohort 2012 (33 students):

ELA - 3%

Global - 69%

Integrated Algebra and/or Geometry - 60%

Living Environment - 72%

**Special Education Population (36 students - 7.9%):**

Percentage of Special Ed Passing Regents by

Cohort 2011 (5 students):

ELA - 20%

Math - 60%

Global - 20%

US - 20%

Living Environment - 40%

Cohort 2012 (8 students):

ELA - 0%

Math - 50%

Global - 75%

Living Environment - 62.5%

Greatest Accomplishments:

2010 National Excellence in Urban Education Award

2009-10 Silver Medal in US News edition of "America's Best High Schools"

Outstanding on Quality Review in 2007 and A on School Progress Reports for 2007 - 2009

- Average graduation rate of 90% for first four cohorts
- Attendance average of 91+%
- Increased number of Advanced Regents each year from 6% in 2006, to 14% in 2007 and 17% in 2008, and 21% in 2009
- 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
- Creation of semester senior college preparatory classes called College Readiness that has resulted in 92% of cohort 2010 getting accepted to college and \$2.3 million in scholarship awards
- 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
- 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
- Active student body that continues to advocate for improvements and additional school offerings
- Numerous student initiated clubs and extra curricular activities both at our school and within the campus
- 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
- Wide range of AP offerings (English Language, English Lit, Calculus, US History, World History, Biology, Physics, Spanish language and Spanish Literature)
- College and Career Awareness through Advisory, College Readiness classes as well as special events like Career Day, Alumni Day, College Fairs, College Recruitment Speakers, and PTA college events
- 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
- 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, College Network, and Data Specialist meetings
- 
- **Significant Barriers to School's Continuous Improvement:**
- 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
- Outdated and largely in-operable lab rooms for Science classes at required levels as well as advanced Science courses
- Strong and active partnerships with CBO's that can assist school in obtaining resources and additional opportunities for students outside of school
- 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
- Great range of diversity of student levels from 1-4 throughout all grades and classes which requires intense 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

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
- Weekly Professional Development aligned to school needs for differentiation as well as individual teacher needs to enable them to best work with at risk populations in the classroom as well as ensure engagement and advancement for all ranges of students

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
- AP courses (Biology, ELA Lit, ELA Language, Spanish Lit, Spanish Language, Calculus, Physics, US History and World History)
- 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 with sister school in Nanjing, China.

o Meet the educational needs of historically underserved populations.



- Use new on-line data system- Datacation, to make grading policy and school expectations transparent for students and parents/guardians. Teachers keep daily record of attendance, lateness and cutting, provide regular progress reports, upload assignments and projects, share updates with students, parents, and other teachers via email. Teachers also can create groups of students to track their progress.
- All parents, students and teachers will receive ongoing training in how to access Datacation and utilize it for better communication of class expectations and student progress.
- 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
- Inquiry Teams focused around at risk populations across all grades.
- 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.

The new introduction of Datacation to the school has already begun to make students more interested and accountable for their grades. They can check at home or in school via the internet site and determine how they are doing, what they are missing, to how they could improve. Students, parents, teachers and administration and guidance can all communicate via Datacation and share student progress among various users in our school community.

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 relevant academic topics for PTA meetings (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, attendance, lateness and student participation in after-school and Saturday program, 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
- Two Tutoring Recognition and Awards ceremonies on Saturdays for parents, teachers and students
- Attendance and participation reports for after-school and Saturday tutoring program sent to families with report cards for Marking periods 4, 5 and 6.
- 11<sup>th</sup> Grade Town Hall on college application process

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 in groups that are determined from their own requests in the Individual Professional Plans.
- 3 Teachers (Math, ESL, and Science) in the SAM (Scaffolded Apprenticeship Model) will start an Inquiry Team working with teachers of at-risk 11th grade students to improve the use of bi-annual portfolios and projects to better inform instruction.
- Teachers participate in DYO team to create assessments for school.
- All teachers create a variety of assessments for each of their classes, including 6 projects per year for each class.
- Teachers determine which classes and when to administer mock-regents to help provide qualitative data on their student's progress towards meeting the standards of the Regents.

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 by peers, teachers and administrators

- 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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$395,733	True	Goals 1,2,3 & 4, 5
Title I, Part A (ARRA)	Federal	Yes			\$199,806	True	Goals 1-5; pages 19-29 and Appendices 3 & 4
IDEA	Federal		No		182,466	True	Goals 1-5
Title III	Federal	Yes			\$22,560	True	Goals 1-3, pages 27-32
Tax Levy	Local	Yes			\$2,138,909		Goals 1-5 (all)
Tax Levy	Local	Yes			\$398,999	True	Goals 1-5 (all)

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **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: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
2
2. Please describe the services you are planning to provide to the STH population.  The Guidance Office provides donated clothing and school supplies, referrals for students and family to social services and counseling, and academic intervention services as needed.

### **Part B:**

#### **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).  
2
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 your Children First Network.

N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_10X477\_110310-150424.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>22</b>	District <b>10</b>	School Number <b>477</b>	School Name <b>Marble Hill School</b>
Principal <b>Kirsten Larson</b>		Assistant Principal <b>Sara Lowes</b>	
Coach <b>Wanda Dingman</b>		Coach <b>Lou Rossi</b>	
Teacher/Subject Area <b>Mary Helen Hughes</b>		Guidance Counselor <b>Wendy Garcia-Vanderhorst</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Daniela Breton</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Janice Vasquez</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Barbara A. Gambino</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>6</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>451</b>	Total Number of ELLs	<b>128</b>	ELLs as Share of Total Student Population (%)	<b>28.38%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### 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 generally done by the ESL coordinator. If a translator is needed to complete the survey, and one is available at the school, we use a staff member from the school. In situations when we do not have a staff member to assist in translations, we use the DOE translation service. If the student is eligible for the LAB-R exam, that is administered by the NYSESLAT 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.

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.

--Parent Orientation Packet & Student & Parent Handbook

--At Spring Orientation for incoming freshmen, the parent survey letters are administered to the parents. Parents are introduced to the various programs that the New York City Department of Education provides for ELLs, and Marble Hill School's Freestanding ESL program is explained. 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 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.

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].)

--ESL Coordinator maintains documentation of ELL program selection and placement.

--Entitlement letters are immediately sent to the parents upon completion of the LAB-R.

--Parents are selecting the school's program (free-standing ESL), while native language populations remain smaller than would warrant a bilingual program, according to state and city mandates.

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)

For the past three years the trend has been that parents are choosing to put their children in an ESL program. 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 an 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 building, we would do our best to work with the family and research alternative settings for the child.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										32	47	36	13	128
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	32	47	36	13	128

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	74
SIFE	51	ELLs receiving service 4-6 years	39
		Special Education	16
		Long-Term (completed 6 years)	18

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	74	17	4	36	13	4	18	1	8	128
<b>Total</b>	<b>74</b>	<b>17</b>	<b>4</b>	<b>36</b>	<b>13</b>	<b>4</b>	<b>18</b>	<b>1</b>	<b>8</b>	<b>128</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12																			
Number of ELLs by Grade in Each Language Group																			

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	29	13	9	70
Chinese														0
Russian											1			1
Bengali										5	6	3	2	16
Urdu											2	1		3
Arabic										2	1	6		9
Haitian														0
French										4	1	2		7
Korean														0
Punjabi														0
Polish														0
Albanian										2	1			3
Other										2	4	4	2	12
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	34	45	29	13	121

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

1. a. 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 for all subject areas.

b. 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 literacy, math, 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.

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 than 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 an 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 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 services to be evaluated.



## B. Programming and Scheduling Information--Continued

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

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. Through the 2009-10 OELL SIFE/LTE grant program, we have added "Math Lab", with Destination Math instructional software, and "ELA Lab" with Read 180 & System 44 literacy and pre-literacy softwares, to the tutoring program. These instructional softwares, used by small groups of students with targeted instruction from licensed math or ESL teachers, are helping us better support numeracy and literacy development among our lower level SIFE, LTE and Special Education ELL. Every morning there is also peer tutoring. We have also instituted one-on-one mentoring and tutoring of highly at-risk 10th grade ELL by teachers involved with the Inquiry Team. 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 NYSESLAT.

Students who have attained proficiency on the NYSESLAT 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 makes 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 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. During the academic year, students are given an appropriate program after the LAB-R is administered. Their programs often include mandated after-school tutoring. New students are also paired with "buddies", often of their native language background, to help them assimilate into the school.

14. 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 courses in Advanced Placement Spanish language or literature or through College Now. The foreign languages that we are currently offering at the school are Italian, Chinese and Japanese.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

**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 and literacy 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 QTEL and we intend to send more teachers to trainings this year
- Teachers will be trained on how to create projects aligned to the new State Core Curriculum and 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. In ESL and ELA classes, students create writing folders including writing samples, that are passed on from one teacher to the next. These writing folders help teachers learn students' individual needs at the beginning of a new term and to design instruction accordingly. Finally, Datacation/Skedula is a powerful tool for teachers to share strategies and information about the needs of individual students, with each other and with parents, through parents' online accounts.

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 almost one third of our student population is ELL.

**E. Parental Involvement**

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

Paste response to questions 1-4 here

**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 School Messenger to deliver important messages. This year, the Datacation portal, Skedula, is providing all parents/guardians with a web-based view of their child's attendance and academic progress, available at any time. 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

- 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 Moshulu Montefiore Community Center provide meetings with parents and their children about college and career preparation.
- 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 meetings 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.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										3	6		1
	I										7	14	3	8
	A										12	10	13	13
	P										9	17	6	4
READING/ WRITING	B										8	6		1
	I										14	30	16	15
	A										12	9	4	10
	P										9	1	2	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	25		11	
Math <u>ALGEBRA</u>	93		54	
Math <u>GEOMETRY</u>	41		10	
Biology				
Chemistry	8		3	
Earth Science				
Living Environment	44		30	
Physics				
Global History and Geography	47		29	
US History and Government	24		11	
Foreign Language	26		26	
Other <u>MATH A</u>	2		2	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?

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.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Marble Hill High School for International Studies					
<b>District:</b>	10	<b>DBN:</b>	10X477	<b>School</b>	321000011477	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.5	92.5	92.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	112	112	106				
Grade 10	109	121	125				
Grade 11	123	129	135				
Grade 12	83	83	83				
Ungraded	1	0	0				
<b>Total</b>	<b>428</b>	<b>445</b>	<b>449</b>				

  

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	97.6	97.8	95.7

  

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	80.6	94.9	94.8

  

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	1	73	6

  

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	37	32	11

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	14	24	12
# in Collaborative Team Teaching (CTT) Classes	4	8	30	Superintendent Suspensions	8	8	5
Number all others	3	12	6				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	33	31	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	5
# receiving ESL services only	150	144	TBD				
# ELLs with IEPs	1	8	TBD				

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	2
--	--	--	--	---	---	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	10	41	% fully licensed & permanently assigned to this school	100.0	100.0	96.9
				% more than 2 years teaching in this school	50.0	66.7	74.2
				% more than 5 years teaching anywhere	35.3	36.4	54.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	88.0	96.8
American Indian or Alaska Native	0.5	0.9	0.7	% core classes taught by "highly qualified" teachers	100.0	100.0	97.2
Black or African American	18.0	18.2	20.7				
Hispanic or Latino	61.2	62.9	60.1				
Asian or Native Hawaiian/Other Pacific	13.8	11.2	12.2				
White	6.5	5.8	6.2				
<b>Male</b>	44.9	45.6	47.2				
<b>Female</b>	55.1	54.4	52.8				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>4</b>	<b>4</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	100.5	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	22.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	55.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	12					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)