



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**2011-2012  
Comprehensive Educational Plan  
(CEP)**

**School Name :**

Marble Hill School for International Studies

10 X 477

Principal: Kirsten Larson

email: [klarson2@schools.nyc.gov](mailto:klarson2@schools.nyc.gov)

Superintendent: Donald Conyers

02-22-2012

**School Leadership Team (SLT) Signature Page**

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Kirsten Larson	*Principal or Designee	
Pat Bernal	*UFT Chapter Leader or Designee	
Joseph Suarez	*PA/PTA President or Designated Co-President	
Humayra Tabassum	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Salematou Kake	Member/Student repesive	
David Meek	Member/Teacher & SLT Chair	
Damaris Nunez	Member/Teacher	
Matilda Vazquez	Member/Parent	
Ernestine Massicot	Member/Parent	
Kiniesha Gayle	Member/Parent	

## **Directions and Guidance for Completing the Annual Goals and Action Plan Section**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **which schools need to complete this?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **how do CEP goals relate to goals set for the principal performance review (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **how should a school develop its goals and action plans?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## Annual Goal #1 and Action Plan

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To implement a new structure of frequent short observations of all teachers to improve teacher effectiveness and student outcomes.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**To enhance student outcomes through more frequent observations (6 short informal non-evaluative observations and 2 formal evaluative observations) of all teachers which includes timely discussions with teachers around observations and instructional practices.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a. strategies/activities that encompass the needs of identified student subgroups,
  - b. staff and other resources used to implement these strategies/activities,
  - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d. timeline for implementation.
- **Using instructional rounds model, administration will conduct frequent mini observations for the purpose of professional development**
- **Teachers introduced in September Professional Development and throughout the Professional Development calendar.**
- **Observation calendar given out to all staff in September:**
  - **6 minis using Danielson as a springboard for discussion**
  - **2 Formal observations**
  - **Teachers notified in the weekly Teacher Newsletter and Post-Observation meetings.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Explanation of how teachers are evaluated is shared at the PTA and SLT meetings to explain how the school is working to ensure we meet our accountability measures and provide the best educational opportunities for all students.**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **During the interview process, appropriate teaching qualifications will be one of the primary criteria reviewed for candidates.**
  - **Prospective candidates will conduct a demo lesson that pertains to the content area of the vacant position.**
  - **Individualized professional development will be provided before the opening of school for any teacher new to our school. The school handbook will be reviewed, grading policy, teacher expectations, observation expectations, lesson format, homework policy, and discipline policy.**
  - **Staff members are objectively evaluated through the Danielson Model.**
  - **Danielson will be used constructively to enhance teacher performance and improve student outcomes**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Our PSO, New Visions, and the Department of Education will provide ongoing PD in this new format of frequent observations, which will be shared with all teachers and administration.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **4 administrators will observe teachers and conduct post-observation conferences**
  - **Title I and TL Fair Student Funding.**

**Annual Goal #2 and Action Plan**

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To provide a comprehensive professional development plan.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - **Retention rate of highly qualified teachers**
  - **Differentiated Professional Development groups based on teacher interest and school needs**

➤ **Inquiry teams analyze individual student needs and address concerns**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a. strategies/activities that encompass the needs of identified student subgroups,
  - b. staff and other resources used to implement these strategies/activities,
  - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d. timeline for implementation.
  
- **At the beginning of the school year every teacher will meet with the Leadership to develop an individual Professional Plan to establish areas of need and goals for the year.**
- **A calendar of Professional Development sessions will be developed by at least two teachers and one assistant principal to address all areas of need and school goals.**
- **Every Wednesday afternoon teachers will engage in PD sessions lasting 90 minutes. Feedback and reflection forms will be used to analyze teacher feedback.**
- **Chancellors' Conference Days will be used to address the NYCDOE Instructional Expectations and school goals.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  
- **The School Goals were shared with the SLT & PTA to explain how the school is working to ensure we meet our accountability measures and provide the best educational opportunities for all students.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  
- **During the interview process, appropriate teaching qualifications will be one of the primary criteria reviewed for candidates.**
- **Important school structures like our PD program will be explained to all candidates as well as professional expectations for all teachers.**
- **Prospective candidates will conduct a demo lesson that pertains to the content area of the vacant position.**
- **Individualized professional development will be provided before the opening of school for any teacher new to our school. The school handbook will be reviewed, grading policy, teacher expectations, observation expectations, lesson format, homework policy, and discipline policy.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Our PSO, New Visions, the Department of Education, and other outside PD providers will provide ongoing PD on various topics, which will be shared with all teachers through our Professional Development program.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **4 Administrators, 5 Teachers, 1 Guidance Counselor, CFN staff, LDF from our PSO – New Visions**
  - **Title I, TL Fair Student Funding, Foundation Grant 70 for Common Core Math, ARRA RTTT Citywide Instructional Funding, ARRA RTTT Data Specialist, TL NYSTL Library Book Funds, TL Children First Network Support**

### Annual Goal #3 and Action Plan

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To increase the school graduation rate for Cohort 2012 to 85%.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - **With the elimination of the local diploma for cohort 2012, we must ensure that all students are meeting the graduation criteria for a Regents Diploma**
  - **Due to the drop in last year's graduation rate, raising Cohort 2012's graduation rate is a priority this year.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a. strategies/activities that encompass the needs of identified student subgroups,
  - b. staff and other resources used to implement these strategies/activities,
  - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d. timeline for implementation.
  - **Individualized programming**
  - **Credit recovery courses using AVENTA.**
  - **Monthly grade case conferencing meetings.**
  - **Guidance meetings with students and parents in danger of failing.**
  - **Weekly review of SKEDULA / Pupil Path.**
  - **Morning peer tutoring, after school tutoring and Saturday School**
  - **New school procedure/protocol for Credit Recovery and (NC) No Credit Policy including student contract.**
  - **More frequent outreach to parents about academic progress.**

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Increased parent registration on PupilPath to increase communication of academic progress and graduation requirements.**
- **Greater parent outreach through Parent Coordinator.**
- **Presentations on graduation requirements to parents at PTA meetings.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **During the interview process, appropriate teaching qualifications will be one of the primary criteria reviewed for candidates.**
  - **Prospective candidates will conduct a demo lesson that pertains to the content area of the vacant position.**
  - **Individualized professional development will be provided before the opening of school for any teacher new to our school. The school handbook will be reviewed, grading policy, teacher expectations, observation expectations, lesson format, homework policy, and discipline policy.**
  - **Teachers will be provided time within their program for common planning and curriculum development.**
  - **Teachers will be provided with weekly professional development, frequent informal observations, and at minimum, the mandated number of formal observations, followed by timely feedback.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Our PSO, New Visions, the Department of Education, and other outside PD providers will provide ongoing PD that will assist our school in the classroom, through data analysis, inquiry work, and parental outreach.**
  - **New Visions will provide extensive support through monthly Data Specialist meetings and the free service of Pupil Path for all students, staff and parents.**
  -

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **Entire staff of Administrators, teachers, Guidance Counselor, Parent Coordinator, , CFN staff, LDF from our PSO – New Visions**
  - **All Funding sources.**

## Annual Goal #4 and Action Plan

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To implement units of studies in Math and Literacy that are aligned to the Common Core Learning Standards.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - **The 2014 New York State full implementation of the Common Core necessitates that we begin to align our curriculum.**
  - **To better prepare our students for college, we need to ensure that they have greater exposure to non-fiction across all contents and argumentative writing, which is aligned to the Common Core Learning Standards.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a. strategies/activities that encompass the needs of identified student subgroups,
  - b. staff and other resources used to implement these strategies/activities,
  - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d. timeline for implementation.
  - **A team of two Math teachers will work with a Math Coach to design, observe, and review Common Core lessons through the lesson study format. They will also attend professional development sessions to share their work with other schools working on the same project.**
  - **Our English department will create a Literacy unit aligned to the Common Core.**
  - **Both of the Math and the Literacy units will be implemented by March of 2012**
  - **Both Departments will assess the results of the unit and further align their curriculums to the Common Core Standards.**
  - **The results of this work will be shared with the staff through our PD program.**
  - **Appropriate materials that are aligned to the Common Core will be purchased.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Parents will be educated on the Common Core implementation through the PTA meetings and Parent newsletters.**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **During the interview process, appropriate teaching qualifications will be one of the primary criteria reviewed for candidates.**
  - **Prospective candidates will conduct a demo lesson, aligned to Common Core standards, that pertains to the content area of the vacant position**
  - **Important school structures and curricular expectations will be explained to all candidates.**
  - **Individualized professional development will be provided before the opening of school for any teacher new to our school. The school handbook will be reviewed, grading policy, teacher expectations, observation expectations, lesson format, homework policy, and discipline policy.**
  - **Teachers will be provided time within their program for common planning and curriculum development.**
  - **Teachers will be provided with weekly professional development, frequent informal observations, and at minimum, the mandated number of formal observations, followed by timely feedback.**

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Our PSO, New Visions, will provide training for our staff in Common Core as well as the NYC Department of Education.**

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **Math, English, and ESL teachers as well as all our administrators**
  - **ARRA RTTT Citywide Instruction Expectations Funding, Private Grant 70, Title I, TL Fair Student Funding, TL children First Network Support, TL NYSTL Library Books and Textbooks**

## Annual Goal #5 and Action Plan

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**To Increase the number of students in Cohorts 2013 and 2014 accumulating 6 or more credits in the core content courses and earning a total of 10 or more credits.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - **The Data in our Progress Report of 2010 shows a downward trend in our credit accrual of our 10<sup>th</sup> and 11<sup>th</sup> grade classes**
  - **A marked increase in the percentage of failures in these grades**
  - **The change in the new city metric for grade promotion**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a. strategies/activities that encompass the needs of identified student subgroups,
    - b. staff and other resources used to implement these strategies/activities,
    - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d. timeline for implementation
    - **Earlier interventions for at-risk students through mentoring, educational conferences, and tutoring.**
    - **Each administrator will be responsible for one grade of students and will meet frequently to review student progress, to meet with students and parents, and ensure students are getting any needed support**
    - **Tutoring will be provided in the morning, after school and on Saturday's.**
    - **Additional classroom resources (textbooks, libraries, online resources) will be purchased to ensure students can access the content successfully**
    - **Professional Development will be provided in various topics to aid students with at risk students such as: ESL and Special Education methodologies, the teaching of reading and writing, behavior management, project development, assessment, and data analysis to inform instruction**
- Staff and Resources:**
- **All staff are implicated in this goal and play small to larger roles in ensuring our students are academically successful**
  - **Our PSO and CFN staff will support us through professional development and on-site assistance looking at our structures that support this goal**

### **Teachers:**

- All teachers have received professional development on data analysis and the latest Progress Report, accountability measures we are held to, and Pupil Path; which provides extensive classroom and school data
- Teachers were asked to identify areas in needs of improvement and credit accrual was identified staff wide
- Teachers were asked to give input on our Credit Recovery policy which was created in alignment with the new city regulation.

**Timeline:**

- At the beginning of the school year, staff were introduced to the Credit Recovery Policy
- All staff are made aware of the administrator in charge of each grade and their role
- All students and parents are provided with a Course of Study for all the classes a student takes
- Monthly Grade Case Conferencing meetings are held
- Administration and Guidance meet with students and parents weekly
- Parent Coordinator and Attendance Teachers also reach out daily to parents
- Feedback is shared with teachers, parents and students
- Frequent review of student progress is maintained throughout year
- Frequent classroom observations throughout whole year
- Teachers are provided with ongoing professional support as needed

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Increased Parental access to grades and communication with teachers via PupilPath.
- Greater parent outreach through Parent Coordinator.
- Presentations on graduation requirements to parents at PTA meetings.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- During the interview process, appropriate teaching qualifications will be one of the primary criteria reviewed for candidates.
- Prospective candidates will conduct a demo lesson that pertains to the content area of the vacant position.
- Individualized professional development will be provided before the opening of school for any teacher new to our school. The school handbook will be reviewed, grading policy, teacher expectations, observation expectations, lesson format, homework policy, and discipline policy.
- Teachers will be provided time within their program for common planning and curriculum development.
- Teachers will be provided with weekly professional development, frequent informal observations, and at minimum, the mandated number of formal observations, followed by timely feedback.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Our PSO, New Visions, and the DOE will provide various trainings for our staff that impact student achievement (i.e. Data Specialist, Pupil Path, Common Core, Special Education services, ESL methodologies, Writing across the Curriculum...)**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **Entire staff of Administrators, teachers, Guidance Counselor, Parent Coordinator, , CFN staff, LDF from our PSO – New Visions**
  - **All Funding sources are implicated in this goal**

**Academic Intervention Services (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>9</b>	<b>49</b>	<b>38</b>						
<b>10</b>	<b>28</b>	<b>22</b>						
<b>11</b>	<b>26</b>	<b>11</b>	<b>27</b>	<b>22</b>				
<b>12</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>17</b>				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>Read 180, System 44, Empower 3000, Aventa, Castle Learning</b>            - Classroom Instruction, small group, and tutoring            - During class, before or after school and on Saturdays</p> <p><b>Peer Tutoring</b>            - Two mornings a week (Tuesday and Friday)            - Monitored by Teacher and approved Peer Tutors help students in specific subjects, small group or one-to-one tutoring</p> <p><b>After school and Saturday Tutoring</b>            - small group instruction            - 3:40 – 5:00 every day after school, Saturday 9-12</p>
<p><b>Mathematics</b></p>	<p><b>Math Lab using IXL software, Aventa, Castle Learning</b>            - Classroom, small group and tutoring            - During class, before or after school and on Saturdays</p> <p><b>Peer Tutoring</b>            - Two mornings a week (Tuesday and Friday)            - Monitored by Teacher and approved Peer Tutors help students in specific subjects, small group or one-to-one tutoring</p> <p><b>After school and Saturday Tutoring</b>            - small group instruction            - 3:40 – 5:00 every day after school, Saturday 9-12</p>
<p><b>Science</b></p>	<p><b>Quia, Aventa, Castle Learning</b></p>

	<ul style="list-style-type: none"> <li>- Classroom Instruction, small group, and tutoring</li> <li>- During class, before or after school and on Saturdays</li> </ul> <p><b>Peer Tutoring</b></p> <ul style="list-style-type: none"> <li>- Two mornings a week (Tuesday and Friday)</li> <li>- Monitored by Teacher and approved Peer Tutors help students in specific subjects, small group or one-to-one tutoring</li> </ul> <p><b>After school and Saturday Tutoring</b></p> <ul style="list-style-type: none"> <li>- small group instruction</li> <li>- 3:40 – 5:00 every day after school, Saturday 9-12</li> </ul>
<p><b>Social Studies</b></p>	<p><b>Quia, Aventa, Castle Learning</b></p> <ul style="list-style-type: none"> <li>- Classroom Instruction, small group, and tutoring</li> <li>- During class, before or after school and on Saturdays</li> </ul> <p><b>Peer Tutoring</b></p> <ul style="list-style-type: none"> <li>- Two mornings a week (Tuesday and Friday)</li> <li>- Monitored by Teacher and approved Peer Tutors help students in specific subjects, small group or one-to-one tutoring</li> </ul> <p><b>After school and Saturday Tutoring</b></p> <ul style="list-style-type: none"> <li>- small group instruction</li> <li>- 3:40 – 5:00 every day after school, Saturday 9-12</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>➤ Advocating for students needs with teachers and parents/guardians, DOE, and outside services/providers</li> <li>➤ Individual and small group counseling</li> <li>➤ Meetings with students, staff, and parents regarding academics and behavior</li> <li>➤ Conduct Sheet</li> <li>➤ Outreach and connection to outside resources</li> <li>➤ Professional Development for staff on: Child Abuse and Reporting Process, Signs of Depression and Suicidal tendencies, and special needs of students</li> <li>➤ Frequent feedback provided to students, parents, and teachers</li> </ul>

<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>➤ Evaluation of students with IEP or students identified with possible learning issues</li> <li>➤ Communication of process and results of evaluation to student, parent/guardian(s) and school staff</li> <li>➤ College, Career and VESID counseling for students and parents</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<p>N/A</p>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>➤ Counseling</li> <li>➤ Check up's and other medical needs addressed</li> <li>➤ Birth Control</li> <li>➤ Presentations to students about health issues like STD's and birth control, emotional health, stress management</li> </ul>

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**Parent Involvement Policy (PIP)**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Marble Hill SIS will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- encouraging more parents to become trained school volunteers;
- providing online, written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter to keep parents informed about school activities and student progress;
- providing regular oral and written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***School-Parent Compact***

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Iris Zucker</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>477</b>
School Name <b>Marble Hill School for Int'l Studies</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Kirsten Larson</b>	Assistant Principal <b>Wanda Dingman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mary Helen Hughes</b>	Guidance Counselor <b>Wendy Garcia</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ignacia Reyes</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Iris Zucker</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>6</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>462</b>	Total Number of ELLs	<b>146</b>	ELLs as share of total student population (%)	<b>31.60%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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. 

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).

ESL Coordinator Wanda Dingman is an Assistant Principal at the school and a licensed ESL teacher (English, French). She has experience performing the Coordinator's duties described in this section. In her absence, ESL Coordinator's designees perform the Coordinator's duties: Sara Lowes, Assistant Principal and licensed ESL teacher (English, Ukrainian, Russian); Patrick Bernal, licensed ESL teacher (English, Mongolian). Both designees have served as the school's ESL Coordinator in past academic years Each of these individuals have attended NYCDOE professional development for ESL & NYSESLAT coordinators and are experienced administering HLIS, LAB-R and NYSESLAT according to the state and city regulations and the school's procedures, described in this section.

When a student is enrolled in the school the first documentation that is completed is the HLIS. This is administered in either English or the home language. When the Coordinator/designee does not speak the native language of the student and parent/guardian, and requires translation assistance we work with the school's Bilingual (Spanish) Guidance Counselor, Wendy Garcia-Vanderhorst, another staff member fluent in the native language, or use the DOE Translation and Interpretation Unit to conduct the oral interview for screening and HLIS administration. When applicable, the ESL Coordinator administers the LAB-R which is immediately assessed to see if the child is entitled to ESL services and if so, what is the appropriate placement. All screening activities for ELLs described above are performed within ten days of student enrollment. The Coordinator or designee also organizes administration of the school's initial English language placement assessments for ELLs, during Summer Bridge Program for Incoming Freshman or after screening for HLIS & LAB-R eligibility.

The coordinator also organizes the administration of the NYSESLAT examination in the spring. She verifies eligibility for ESL services based on the results of this examination and communicates this information to the school's programming office. She reviews the students' program to ensure that they have been properly placed.

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

When students have been designated as eligible for ESL services they are presented with materials describing the three program choices. We make every effort to show the DOE video in the native language of the parent. When this is not a possibility, we sit down with the parent and explain the three choices. If it is apparent that the student is an ELL, we try to do this immediately upon enrollment.

We also take opportunities at our Spring Orientations and Summer Bridge Program for Incoming Freshman & Students New to Marble Hill to present program choice information. Parents are familiarized with the three programs through distribution of materials provided by the New York City Department of Education provides for ELLs and parents/guardians of ELLs in the native languages available. Marble Hill School’s Freestanding ESL program is also explained at this time.

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 Transitions Bilingual Education as per CR Part 154) When results from the NYSESLAT arrive, entitlement letters are sent out to parents. In addition, students review their results in their ESL class before the results are sent home. When possible Parent Survey and Program Selection letters are distributed and collected at the orientation event. If the parents are not able to attend the spring orientation meeting or Summer Bridge Program, the ESL Coordinator/designee makes every effort to have a one to one meeting with the parent/guardian in their native language and with translated materials provided by the DOE, to ensure that they are aware of program choices and complete a Parent Survey fully. When this is not possible, phone calls are made to parents to introduce the form and let the parents know that they must be completed and returned to the school.

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 by the ESL Coordinator/designee. The ESL Coordinator/designee provides an orientation to the DOE's programs for ELL, if this was not completed at intake. This includes a viewing of the Parent Orientation Video and the ELL Parent brochure in the native language, when available in the native language at <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>, or with translation assistance when materials in the native language are unavailable from the DOE. Completed Parent Survey and Program Selection forms are collected and filed by the ESL Coordinator/designee for all students eligible for the LAB-R in the academic year. The criteria for placement in a bilingual or ESL instructional program is parent choice, according to the Survey and Program Selection forms. If the student chooses a program which we can not offer, every effort is made to accommodate this choice.

5. After reviewing 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)

To date, all parents have chosen an ESL instructional program, so the student is immediately programmed for the appropriate grade and classes.

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

At Marble Hill we provide our students with an ESL in the content area program. Because all parents in the past year have chosen a freestanding ESL program, we are in alignment with the choices our parents have made. Native language groups remain smaller than would warrant a bilingual program at the school, so if a parent were to choose another program, the ESL Coordinator/designee or school Guidance Counselor would refer parents to schools offering dual language or bilingual programs.

## 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

**This school offers (check all that apply):**

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	147	Newcomers (ELLs receiving service 0-3 years)	94	Special Education	20
SIFE	39	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	19

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	93	21	2	34	16	7	19	2	11	146
<b>Total</b>	<b>93</b>	<b>21</b>	<b>2</b>	<b>34</b>	<b>16</b>	<b>7</b>	<b>19</b>	<b>2</b>	<b>11</b>	<b>146</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

**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
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	
	EL L	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								
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>									

**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										32	25	24	8	89
Chinese														0
Russian														0
Bengali										3	8	5		16
Urdu											1	1		2
Arabic										2	1	2	2	7
Haitian										1				1
French										6	6		1	13
Korean														0
Punjabi												1		1
Polish														0
Albanian											3	1		4
Other										4	3	6		13
<b>TOTAL</b>	<b>0</b>	<b>48</b>	<b>47</b>	<b>40</b>	<b>11</b>	<b>146</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?
  - a. What are the organizational models (e.g. Departmentalized, Push\_In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?  
To address the needs of all ELLS, Marble Hill has developed a Freestanding ESL program that is comprehensive and rigorous. It addresses the development of basic literacy skills in English through second language learning. ELLs are assigned to one of two strands

## A. Programming and Scheduling Information

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. There are several components which are essential to the success of our program.

- An ESL through the content area approach in the Humanities classes. In these double-period, blocked classes, the ESL licenced teacher uses language acquisition strategies to provide instruction in Global History and English using a balanced literacy approach.
- 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, listening and speaking. At the advanced levels, a literature class is taught as part of the ELA class requirement.
- Small group tutoring. Lower performing ELLs have small group tutoring with 2 to 10 students in the group either during the school day, after-school and/or on Saturday. Tutoring includes Math Lab using IXL software for differentiation, ELA lab using literacy interventions such as Achieve 3000, Read 180 or System 44 for struggling readers and pre-literate students.
- A Summer Bridge program in which our lower level incoming 9th graders attend three weeks of intensive Math and Literacy classes.

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 same in one class])?

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

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

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

Ninth and Tenth Grade ELL at all levels:

-All ELLs in these grades take two, 60-minute courses in English as a Second Language, four days per week, with licensed ESL teachers. This amounts to 480 minutes per week of ESL instruction, which exceeds the weekly mandated number of minutes for Advanced and Intermediate ELL by CR Part 154. ELL in these grades are also provided with ESL through the content area instruction by licensed ESL teachers in a 1.5 hour Humanities class, four days per week and a 45 minute Humanities Seminar once per week. This amounts to an additional 405 minutes per week of content area study with a licensed ESL teacher. Humanities teachers of ELL provide Global History and ELA content area study through ESL methodologies and materials specifically designed for ELL. In sum, ELL in grades nine and ten experience 885 minutes per week of instruction with highly qualified ESL teachers. 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 (both fiction and nonfiction) and literacy.

Eleventh and Twelfth Grade ELL:

All ELL in grades eleven and twelve are provided with individualized programs, based on ESL level as well as content area strengths, interests and attainment of graduation requirements. Beginning and Intermediate level ELL in these grades take a double-period of ESL, five days per week, with a highly qualified ESL teacher (550 minutes per week, exceeding CR Part 154 mandates). Advanced students take one ELA content area course four days per week and one, 60-minute ESL class four days per week (at least 220 minutes of instruction per week from a licensed ESL teacher, exceeding CR Part 154 mandates). The themes for ESL and ELA classes for ELL in these grades are Composition and US literature. These classes are aligned to state standards for ESL and ELA, and support development of public speaking, listening comprehension and literacy skills.

In our free-standing ESL program, explicit NLA instruction is not provided, although activities requiring students to use their own native languages are sometimes assigned by the ESL teachers, to provide students with a variety of scaffolds and access to content (activation of and links to prior knowledge, personal expression and appreciation of cultural and linguistic diversity, instruction in use of translation dictionaries for comprehension and vocabulary development, etc.).

## A. Programming and Scheduling Information

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.

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 subject areas. Teachers in disciplines other than English work to make sure that students understand and can use appropriate academic 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 and ELLs with special needs/IEPs.

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 ensure that ELLs are appropriately evaluated in their native languages?

At Marble Hill we have over 35 native languages spoken. Evaluating each and every student in their native language has been a great challenge for us. When possible we ask for a writing sample in the native language. As we have a staff that speaks a multitude of languages, we are often able to evaluate the literacy proficiency of students. For students who speak Spanish we use two different tools: the Spanish LAB test and Empower 3000.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

SIFE at Marble Hill perform across all deciles and performance levels. In order to address the specific learning needs of Students with Interrupted Formal Education (SIFE), the school has a variety of programs differentiated to serve their particular needs. During the school day, student programs for the content areas may include remedial, Regents-preparatory classes, foreign language classes, small-group instruction with a licensed content-area teacher, and/or Advanced Placement classes, depending on students' strengths and interests and attainment of graduation requirements. Within all classes there is a literacy push. Teachers work in grade level teams to make sure that the instruction students receive is consistent across all areas. One example of teacher collaboration is the essay template that is used in ELA and social studies classes in preparation for the Regents examinations.

After-school literacy, math, ESL and ELA tutoring is mandated for Beginning and Intermediate SIFE and SIFE at risk of failing a class. Mandated tutoring provides a means to track SIFE participation in intervention services provided by the school, raises awareness among about the particular, intense literacy needs of SIFE and offers motivation and confidence-building through celebrations and rewards.

Additional tutoring, focused on advanced math and science as on improving reading and writing skills, is available for intermediate and advanced level SIFE

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after 75% year, specify your instructional plan for these ELLs.	100%	75%	50%
Because nearly 2/3 of students have been in the US for fewer than three years, we have worked very hard to create an instructional plan for newcomers. 50% 11th and 10th grades students	25%	50%	75%
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. In addition, the school's ELA periodic assessments are analyzed in professional development.	25%	50%	75%
100%	75%	50%	25%
Also, there is extensive of differentiated instruction for this group. This includes, but is not limited to, literacy and math software that allows students to work at their academic level and independent reading in the classroom. As mentioned earlier, there is also a culture at	25%	50%	75%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports

## A. Programming and Scheduling Information

the school for hands on project-based instruction in all academic classes.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

As mentioned earlier, computer software in literacy has been very useful, especially in working with SWDs. Not only are students able to work at their level on the reading assignments, there is an added level of engagement as they are interacting with the computer. We have a variety of classroom texts. For example, in the Global History classrooms teachers use four different texts to ensure that students are

## 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)?

8. 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. Along with classroom instruction in English that is geared to meet the needs of ELLs, we also offer a variety of interventions to ensure that all students succeed:

One administrator is assigned to each grade level. This targeted supervision of a grade has increased communication and accountability among everyone in the school community, for the success or failure of the at-risk students in each grade. Administrators lead case-conferencing teams for their grades, meet with at-risk students during each marking period and facilitate communication between at-risk students and teachers or guidance counselor about incomplete class work, and other activities in support of student progress. This administrator also serves as the central contact for the parents of students at that grade level.

We offer a number of enrichment programs including after-school and Saturday tutoring in all subjects, with push-in ESL support to content area teachers, whenever possible. Every morning there is also peer tutoring. Peer tutors speak a variety of our school's languages so the content may be more easily accessed for our beginning ELLs.

We have a double-period ESL for grade 11 and 12 ELL to accelerate literacy and ELA content-area learning of beginning and intermediate ELLs in this grade.

Grade 10 ELL Algebra/Geometry block programming: new this year, this class provides fall semester remedial algebra instruction for ELL who have not yet passed their first mathematics Regents exam (Integrated Algebra), and will also provide intensive Geometry instruction in a 2.5 hour class, four days per week during the spring semester. This programmatic intervention is designed to help these students attain their graduation requirements in mathematics.

--

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. 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

## 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.

1. Describe the professional development plan for all ELL personnel at the school (Please include all teachers of ELLs).d

All staff at Marble Hill participate in weekly professional development sessions for seventy minutes. Since ELLs make up approximately one third of the school's population, these sessions have dealt with issues specific to this population. Topics include: student-level data analysis, test review strategies for ELLs, project-based assessment for ELLs, strategies for modifying whole-class assignments, introducing text book strategies for content-area classes, and development of language skills across the disciplines through interdisciplinary projects. This year, teachers will be trained on how to create projects aligned to both Common Core State Standards and the State learning standards which incorporate academic language and assessment rubrics. Teachers also work in self selected teams to research a pedagogical area of interest. Several groups this year will be focusing on ELLs, including, creating visuals and materials for ELLs in science, curriculum development in ELA and differentiated projects in social studies.

In addition to professional development time, 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.

We also participate in many off site trainings. Several of our teachers are trained in QTEL and we intend to send more teachers to trainings this year. We attend workshops at New Visions and Regional offices as they are made available to us.

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 Datacation. All teachers have been trained in the use of Datacation 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.

We have also reorganized our administrative structure so that each grade is now led by one administrator. Having one designated assistant principal facilitates transition as she is also the ESL coordinator. She oversees the curriculum and instruction and ensures that modifications are made as necessary. Furthermore, this assistant principal serves as the facilitator during case conferencing for the 9th grade team and monitors interventions for individual and groups of students.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As mentioned above, every Wednesday we have a 70 minute professional development session. Many of these sessions are devoted to ELL instruction as one third of our student population is ELLs.

## Courses Taught in Languages Other than English

### 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?

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

Parents/guardians of newly enrolled ELLs are introduced to the State standards, assessments, school expectations and requirements for bilingual education and/or free standing ESL programs. There are two orientations in which they may receive this information, one in the spring and one at the beginning of the school year. 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.

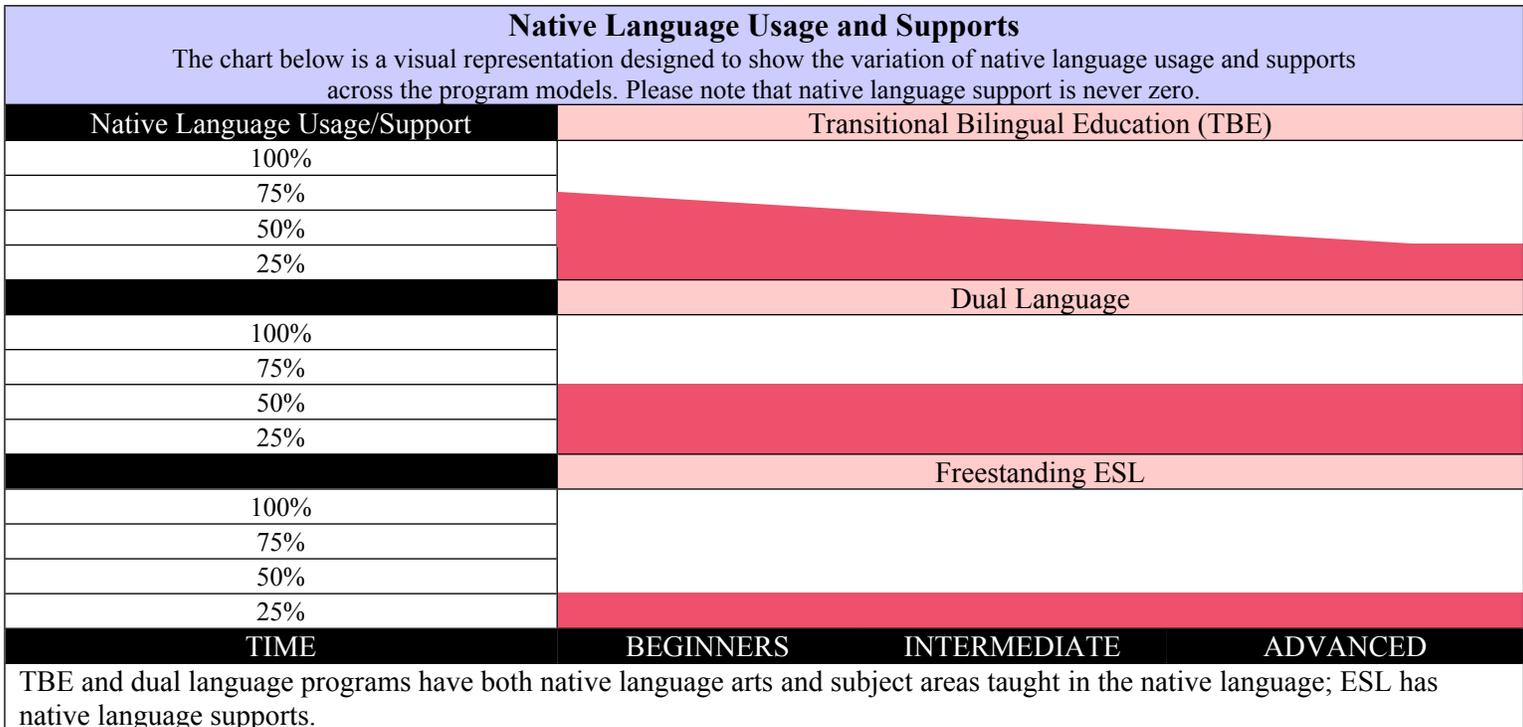
Although high schools are no longer required to staff a parent coordinator, we feel that this is a critical position and have hired a new parent coordinator. She sends out a Parent Newsletter four times a year that also serves to update parents about upcoming events and important information. We send home letters, memos, e-mails and use our phone messenger to deliver important messages. If we do not have a staff member that a parent/guardian can communicate with due to language, 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

Model				
<b>E. Parental Involvement</b>				
<ol style="list-style-type: none"> <li>Describe parent involvement in your school, including parents of ELLs.</li> <li>Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?</li> <li>How do you evaluate the needs of the parents?</li> <li>How do your parental involvement activities address the needs of the parents?</li> </ol>				
<p>1. Describe parent involvement in your school, including parents of ELLs.</p> <p>Parents/guardians of newly enrolled ELLs are introduced to the State standards, assessments, school expectations and requirements for bilingual education and/or free standing ESL programs. There are two orientations in which they may receive this information, one in the spring and one at the beginning of the school year. 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.</p> <p>Although high schools are no longer required to staff a parent coordinator, we feel that this is a critical position and have hired a new parent coordinator. She sends out a Parent Newsletter four times a year that also serves to update parents about upcoming events and important information. We send home letters, memos, e-mails and use our phone messenger to deliver important messages. If we do not have a staff member that a parent/guardian can communicate with due to language, 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.</p> <p>We encourage parents to become part of the community by participating in social events 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. Additionally, we have several events throughout the year in which parents are invited to attend (fashion/talent shows, Dreamyard sharing, etc...)</p> <p>One of the most recent improvements in communication to parents is the implementation of Pupilpath. This allows parents to view their child's academic achievement on a day to day basis. They can access assignments, report cards, transcripts and historical information. In addition, they can send and receive messages from teachers, guidance counselors and administrators.</p> <p>2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?</p> <p>Last spring we worked closely with the Leadership Program to offer workshops to parents and students. Parents participated in seminars on communicating with their adolescent child. In addition, we offered creative workshops in bead making, jewelry making and scrapbooking. These sessions allowed parents and children to bond while engaging in creative projects. We hope to renew the grant this year.</p> <p>3. How do you evaluate the needs of the parents?</p> <p>One tool that we have used extensively is the Learning Environment Survey. Because we get over a fifty percent response rate, this is the best opportunity for us to evaluate what parents want. Each fall we analyze the results of the survey to see what parents see as the strengths and weaknesses of the school. We make improvements to communication and other areas based on these results. We also take advantage of parent meetings. Our PTA has grown and strengthened this year. Feedback from these meetings, as well as the School Leadership Team meetings, inform us of the needs of parents. We also hold academic and disciplinary meetings with parents frequently. These one to one meetings allow parents of at risk students to give their feedback of school policies and decision making.</p> <p>4. How do your parental involvement activities address the needs of parents?</p> <p>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.</p>				

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

## 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)?

8. 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. Along with classroom instruction in English that is geared to meet the needs of ELLs, we also offer a variety of interventions to ensure that all students succeed:

One administrator is assigned to each grade level. This targeted supervision of a grade has increased communication and accountability among everyone in the school community, for the success or failure of the at-risk students in each grade. Administrators lead case-conferencing teams for their grades, meet with at-risk students during each marking period and facilitate communication between at-risk students and teachers or guidance counselor about incomplete class work, and other activities in support of student progress. This administrator also serves as the central contact for the parents of students at that grade level.

We offer a number of enrichment programs including after-school and Saturday tutoring in all subjects, with push-in ESL support to content area teachers, whenever possible. Every morning there is also peer tutoring. Peer tutors speak a variety of our school's languages so the content may be more easily accessed for our beginning ELLs.

We have a double-period ESL for grade 11 and 12 ELL to accelerate literacy and ELA content-area learning of beginning and intermediate ELLs in this grade.

Grade 10 ELL Algebra/Geometry block programming: new this year, this class provides fall semester remedial algebra instruction for ELL who have not yet passed their first mathematics Regents exam (Integrated Algebra), and will also provide intensive Geometry instruction in a 2.5 hour class, four days per week during the spring semester. This programmatic intervention is designed to help these students attain their graduation requirements in mathematics.

--

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. 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. As allowable by the state, we give testing accommodations for students in transitional support years when applicable.

## 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

## 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.

1. Describe the professional development plan for all ELL personnel at the school (Please include all teachers of ELLs).d

All staff at Marble Hill participate in weekly professional development sessions for seventy minutes. Since ELLs make up approximately one third of the school's population, these sessions have dealt with issues specific to this population. Topics include: student-level data analysis, test review strategies for ELLs, project-based assessment for ELLs, strategies for modifying whole-class assignments, introducing text book strategies for content-area classes, and development of language skills across the disciplines through interdisciplinary projects. This year, teachers will be trained on how to create projects aligned to both Common Core State Standards and the State learning standards which incorporate academic language and assessment rubrics. Teachers also work in self selected teams to research a pedagogical area of interest. Several groups this year will be focusing on ELLs, including, creating visuals and materials for ELLs in science, curriculum development in ELA and differentiated projects in social studies.

In addition to professional development time, 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.

We also participate in many off site trainings. Several of our teachers are trained in QTEL and we intend to send more teachers to trainings this year. We attend workshops at New Visions and Regional offices as they are made available to us.

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 Datacation. All teachers have been trained in the use of Datacation 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.

We have also reorganized our administrative structure so that each grade is now led by one administrator. Having one designated assistant principal facilitates transition as she is also the ESL coordinator. She oversees the curriculum and instruction and ensures that modifications are made as necessary. Furthermore, this assistant principal serves as the facilitator during case conferencing for the 9th grade team and monitors interventions for individual and groups of students.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As mentioned above, every Wednesday we have a 70 minute professional development session. Many of these sessions are devoted to ELL instruction as one third of our student population is ELLs.

## 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?

## 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?

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

Parents/guardians of newly enrolled ELLs are introduced to the State standards, assessments, school expectations and requirements for bilingual education and/or free standing ESL programs. There are two orientations in which they may receive this information, one in the spring and one at the beginning of the school year. 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.

Although high schools are no longer required to staff a parent coordinator, we feel that this is a critical position and have hired a new parent coordinator. She sends out a Parent Newsletter four times a year that also serves to update parents about upcoming events and important information. We send home letters, memos, e-mails and use our phone messenger to deliver important messages. If we do not have a staff member that a parent/guardian can communicate with due to language, 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.

We encourage parents to become part of the community by participating in social events 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. Additionally, we have several events throughout the year in which parents are invited to attend (fashion/talent shows, Dreamyard sharing, etc...)

One of the most recent improvements in communication to parents is the implementation of Pupilpath. This allows parents to view their child's academic achievement on a day to day basis. They can access assignments, report cards, transcripts and historical information. In addition, they can send and receive messages from teachers, guidance counselors and administrators.

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

Last spring we worked closely with the Leadership Program to offer workshops to parents and students. Parents participated in seminars on communicating with their adolescent child. In addition, we offered creative workshops in bead making, jewelry making and scrapbooking. These sessions allowed parents and children to bond while engaging in creative projects. We hope to renew the grant this year.

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

One tool that we have used extensively is the Learning Environment Survey. Because we get over a fifty percent response rate, this is the best opportunity for us to evaluate what parents want. Each fall we analyze the results of the survey to see what parents see as the strengths and weaknesses of the school. We make improvements to communication and other areas based on these results. We also take advantage of parent meetings. Our PTA has grown and strengthened this year. Feedback from these meetings, as well as the School Leadership Team meetings, inform us of the needs of parents. We also hold academic and disciplinary meetings with parents frequently. These one to one meetings allow parents of at risk students to give their feedback of school policies and decision making.

4. How do your 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)										20	3	2	1	26
Intermediate(I)										16	32	20	5	73
Advanced (A)										12	12	18	5	47
Total	0	0	0	0	0	0	0	0	0	48	47	40	11	146

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										6	1	0	0
	I										13	14	9	2
	A										12	20	18	6
	P										11	7	13	4
READING/ WRITING	B										15	2	2	1
	I										15	28	20	6
	A										11	10	18	4
	P										1	2	1	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	61		44	
Integrated Algebra	119		70	
Geometry	67		15	
Algebra 2/Trigonometry	25		8	
Math				
Biology				
Chemistry	15		5	
Earth Science				
Living Environment	74		47	
Physics	7		4	
Global History and Geography	72		41	
US History and Government	41		28	
Foreign Language	9		9	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

### 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:

## 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

<b>School Name: Marble Hill School for Int'l S</b>		<b>School DBN: <u>10x477</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kirsten Larson	Principal		1/1/01
Wanda Dingman	Assistant Principal		1/1/01
Ignacia Reyes	Parent Coordinator		1/1/01
Mary Helen Hughes	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10x477      **School Name:** Marble Hill School for Int'l Studie

**Cluster:** 562      **Network:** New Visions

**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 the 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 parents and students, whether their parents are fluent in English or will require materials translated into their native language.

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 language represented in our student body are Spanish, Bengali, Arabic, Albanian, Twi, Fulani, Mandinka, French, and Urdu.

We have a growing number of languages represented that only 1-3 students might speak such as Bulgarian, Russian, Serbian, Xhosa, Chinese and Tagolog, and Burmese.

Many of our African students and their parents are not fully literate in their native languages so oral translations are best. There are also different dialects to many of the langauges depending on which country the family is from so we must also determine this when requesting a translation.

This information is shared with our teachers and support staff that reach out frequently to the homes. The DOE translation line and process to get an over the phone translator is shared with all staff.

The linguistic diversity of our student body is also proudly celebrated throughout cultural murals around the school and in the literature we produce about our school as well as at PTA and SLT 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 pertinent 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 Pupilpath to alert parents/guardians by telephone and email of new information pertaining to school events and important information. 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 that speak many of the home languages of our parents (Spanish, French, Fulani, Mandinka, Russian, Bengali, Hindi, Urdu, and Chinese), will also reach out via telephone to parents when possible. Student and parent volunteers will also make calls to families for non-emergency events like our International Dinner in their home language throughout the year.

During PTA meetings, parent-teacher conferences or educational conferences; oral translation will be provided if we have a staff member able to translate or the DOE Translation services will be used. We also encourage students to attend meetings and translate for their parents if at all possible.

For IEP meetings, we contract out for a translator to work with the SBST team social worker and school psychologist.

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

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

- posting DOE translated signs outside of the 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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Marble Hill School for In't St	DBN: 10x477
Cluster Leader: Iris zucker	Network Leader: Barbara Gambino
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 147 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 11 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 6

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Through our school's extended day and Saturday academy tutoring program, the school's 146 ELL are provided with additional time with highly qualified faculty.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Through the school's Extended Day & Saturday Academy tutoring program, our ELL's are provided with additional time with highly qualified faculty. 11 teachers deliver instruction through tutoring: five ESL-certified teachers, three Social Studies teachers, one Math teacher, and two Science teachers. Five of the teachers have completed seminars from Quality Teaching for English Learners (QTEL).

Tutoring is available to LEP students after school, 3:40 - 5:00 pm four days a week (not Wednesdays) and on Saturday's, 9 - 12. This tutoring started in October 22, 2011 and will last through the end of the year, June 16, 2012.

During tutoring sessions, teachers use a variety of practices to deliver instruction: QTEL methods, ESL through the content area approach, differentiation, second language acquisition strategies, the functional approach to language learning, and Regents exam sophistication strategies.

Data used to improve tutoring instruction:

- Classroom teacher feedback,
- Breakdown of student grades from Pupilpath
- Regents analysis
- Attendance and punctuality reports for all tutoring sessions
- Data from online resources like Scantron & Empower 3000 (lexile levels, skill areas)

Materials used in this program include:

- Laptop carts for individual projects, class work and group work
- Scantron, Empower 3000, Read 180, Castle Learning
- Teacher created power points to support class lessons
- Various levels of ESL textbooks and workbooks that focus on the four language skills

### Part C: Professional Development

- Math, History, and Science textbooks that are adapted for ESL students
- High interest books for independent reading for all grade levels, in all genres, especially non-fiction to support the other academic subjects.
- Bilingual translation dictionaries in the native languages of our students

We have professional development built into our weekly program on Wednesday from 2:40 - 4:10. Our PD calendar is divided up into whole group sessions and small group work. All teachers have received and will continue to receive professional development in teaching literacy skills, language development, differentiation, and how to use data to help identify strengths and areas in-need of improvement in their classes. ELL strategies are addressed through both the whole group sessions and in the small group sessions. Additional outside training will be sought out for the teachers involved in our Title III program (QTEL, Educhange, and other applicable sessions).

### Part D: Parental Engagement Activities

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

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

Begin description here:

Starting with new student recruitment, we describe the program we offer for ELLs as well as additional supports to any prospective ELL and his/her parent/guardian. In mid June we then hold an orientation for our new students and at this point recruit our lower performing students in English and Math for our summer three week Bridge program, which is usually predominantly ELLs.

At either this June Orientation or as students come to register Over-the-Counter, we follow the process below:

For parents of students new to the country, they are given the Home Language Survey, in either English or the home language (the DOE translation unit is utilized if necessary). When applicable, the ESL Coordinator administers the LAB-R which is immediately assessed to see if the child is entitled to ESL services and if so, what is the appropriate placement. The parents are informed through every step of this process. All parents are shown the DOE video in the native language that explains the ESL services when possible or explained the three choices. New York State graduation and Marble Hill School requirements are also explained as well as the requirements for students to be applicable to attend either a junior or senior college after high school.

Throughout the year, parents receive additional information from:

- direct outreach from teachers, Parent Coordinator, Guidance Counselors, and Administrators,
- emails through our online data tracking system - Pupilpath
- our Parent Newsletter,

**Part D: Parental Engagement Activities**

- materials sent home with either their child or through the mail,
- direct or phone messenger phone calls about upcoming events,
- at school events like Open School Night, College Night, and FAFSA events,
- PTA meetings, and
- outside information or training events.
- 

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$16443

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$14,310	Per Session for Teachers for After School tutoring and Saturday School
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$2,133	Per Session for Coordination and Administration of Saturday School
Purchased services		
<ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials		
<ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$16,443</b>	

