



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MARBLE HILL SCHOOL FOR INTERNATIONAL STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10x477

PRINCIPAL: KIRSTEN LARSON

EMAIL: KLARSON2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

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	
	DC 37 Representative, if applicable	
Nashid Chowdhury	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Neyshmarie Gonzalez	Member/Student	
Damaris Nunez	Member/Teacher	
David Meek	Member/Teacher & SLT Chair	
Denise Abel	Member/Parent	
Ernestine Massicot	Member/Parent	
Laura Suarez	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 minimum of 2 units of study that are aligned to the CCLS in the four core subject areas of: English, Social Studies, Science and Math. By June, 2013 100% of students will have engaged in a minimum of two units in English, Social Studies, Science and Math. Each unit will be aligned to the common core and will culminate in a Performance Task

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.

In accordance with the DOE Instructional Expectations for 2012-2013, "In grades 6-12, students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science."

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,

Teachers work in both grade and department teams to create and align common core units for all students. Units may vary for mainstream, ESL, and special education populations.

The Math department will meet weekly with an instructional specialist from New Visions to aide in inquiry and plan and create the CCLS performance tasks for grades 9-12. The A2i, instructional specialist will collaborate with individual Algebra teachers to plan, develop and assess student outcomes and meet with the Math Department weekly meeting to focus on LASW.

Science, English and Social Studies teachers will meet in their vertical teams to plan, develop and implement the units of study that follows the instructional Expectations for the designates standards. They will meet to assess student outcomes and will use the LASW Inquiry Protocol already being used in the Math department

Teachers in the ELA, Science, and History departments will collaborate and plan the first literacy Common Core performance tasks for grades 9 – 12 by November 2012. The second task will be done in the spring of 2013.

- b) key personnel and other resources used to implement these strategies/activities,

All teachers will continue to receive professional development both in-house, through our PSO – New Visions, the DOE, and other outside educational associations; on aligning the CCLS to the curriculum throughout the year to assess understanding, implementation and evaluation of the CCLS.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities,

Teachers will meet weekly, for 90 minutes to work by department and/or grade teams to develop and assess these units.

d) timeline for implementation.

Teachers will review the Citywide Instructional Expectations at the beginning of the school year and continue to work in grade and content teams to develop the common core aligned units for all students through weekly PD sessions and after school meetings.

The first Common Core performance tasks for grades 9 – 12, will be completed by November 2012. The second task will be done in the spring of 2013.

Assessments to measure student progress on all the performance tasks will follow at the completion of each unit.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

In order to ensure all parents understand the transition to the CCLS, the following will be implemented:

- Articles about the CCLS in the Parent Newsletter
- Presentations at PTA Meetings
- Information posted on the school website
- Explanation of Common Core aligned units included in every Course of Study
- Common Core aligned units uploaded on Pupilpath for each class
- Information provided at Parent/Teacher Fall and Spring Conferences
- Articles in the Student Newspaper

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III X Grants X Other

If other is selected describe here: ARRA RTTT Citywide Instructional Expectations

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Per session will be allotted for all teachers working on common core aligned units, paid through the Citywide Instructional Expectation Annual Funding.
- Coverages for teachers to attend CCLS trainings
- Books, Magazine subscriptions, dictionaries
- Supplies (paper, calculators, science supplies)
- Online resources

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 implement a new structure using the Danielson Framework Model of Teacher Effectiveness in the process of observations focusing on competencies 1e Designing Coherent Instruction, 3b Using Questioning and Discussion, and 3d Using Assessment in Instruction. Teachers will have had at minimum of 6 mini observations following the Danielson Model of Teacher Effectiveness.

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 standard

To prepare for a new teacher evaluation system, Marble Hill will adopt the Danielson Model to guide teacher observations.

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) key personnel 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 differentiated timeline for tenure, non-tenure, new and at risk -teachers will be created in order to provide the required mini and formal observations.
- The administration will create a tracker to capture the timeline and to ensure all teachers receive the recommended number of observations.
- Teachers will review the use of the Danielson model in the September 4th & 5th Professional Development sessions.
- In collaboration with NVPSO, the administration will engage three times a year in assessing performance and in identifying teachers' strengths and weaknesses. The information will be used for the purpose of determining teacher effectiveness and for identifying strengths and weaknesses. The information will ultimately be used to inform PD opportunities teachers are sent to both outside of the school, coaching sessions provided to individual teachers through the observation process and whole staff and Department PD sessions held at the school.
- The school monitor student outcome progress by assessing in class student performance using the 3d competency. In addition, the teachers will engage in the LASW protocol. These measures are for formative assessment of student work. For summative assessment teachers, administration and NVPSO will engage in data analysis every marking period using the data tools in Datacation. This tool includes a portal that allows for the analysis of individual students as well as for the individual teacher.
- The Principal and the two Assistant Principal's will receive Teachscape training and certification in the Danielson Model of Teacher Effectiveness by March 2013.

- On-going Professional development sessions will be provided on Chancellor's Conference Days to assess impact of the Teacher Effectiveness Initiative and classroom instruction and students' outcomes
- The Principal will continue to participate in a Critical Friends Group with other Bronx high school Principals and conduct Learning Walks at each school that will focus on instruction and teacher effectiveness.

Evidence

- Administrators Certification after completion of the Teachscape training.
- Records and Documents used in Professional Development sessions on the Danielson's Teacher Effectiveness Model
- Differentiated calendar of observation to address new/tenure and at risk teachers
- Logs of mini and formal observations for both terms
- Mini observation reports
- Formal observations reports
- Dataation reports analyzing student outcomes
- Observation Tracker
- Log of assistance for teachers who need further development
- New Visions Teacher Performance Survey
- PD sessions materials
- Teacher Intervistations
- Learning Walks with the Principals' Critical Friends Group

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be informed of the Danielson Model at PTA meetings.
- The PTA newsletters will include information and an article explaining the Danielson Model.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III X Grants X Other

If other is selected describe here: PSO (New Visions) Initiatives & ARRA RTTT Citywide Instructional Expectations

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Money from the ARRA RTTT Citywide Instructional Expectations will be used to purchase the online Teachscape Danielson Training for both Assistant Principals.
- Coverages will be provided for teachers to attend relevant trainings that may arise around Danielson
- Supplies (paper) will be purchased for the duplication of observations for teachers
- Online resources

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 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.

Based on the Progress Report Credit Accumulation data from 2011 - 2012: the percentage of students earning 10+ credits drops 5% from 9th grade to 10th and 5.3% from 9th to 11th grade. To ensure students are able to be promoted to the next grade, we want to focus on the core content courses of Math, Science, English and History where students are both earning credit and preparing for the New York State Regents Exams.

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) key personnel 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) time line for implementation.

After school tutoring offered by content teachers.

Saturday school program 9am-12am to assist students in keeping up with coursework.

Summer school credit recovery program.

Wednesday credit recovery class.

Students are held after school during portfolio / regents to complete missing work.

Parent workshops to inform parents on the credit requirements for each grade.

AVENTA online credit recovery program to help increase credit accumulation.

Wednesday case conferencing once a month to indicate missing credits and strategies to help students earn credits.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parent coordinator and Guidance Counselor contacts parents daily to inform parents of academic progress or issues.
- Parent academic conferences.
- Conduct sheets for students that parents review nightly.
- Parent newsletter, five times a school year.
- Parent teacher conferences to inform parent of credit requirements twice a year and additional when needed.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Per session will be allotted for all teachers to tutor students after school and on Saturday's through Title III.
- Books, Magazine subscriptions (Scholastic Magazine for ESL and Science classrooms), dictionaries to supplement classroom instruction will be purchased with NYSTL funds.
- Supplies (paper, pens, pencils, notecards...) will be purchased for student use in the classroom
- Online resources – Aventa

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 increase the school's graduation rate for our male population.

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.

78 percent of our male population graduated by June 2012, 14.20% less than our overall graduation rate for cohort 2012. This is significantly lower than the overall school graduation percentage.

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) key personnel 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.

Male students in 2013 that begin the year undercredited and /or poor attendance are indicated and individualized programs created to address needs.

NHS peer mentoring for struggling students.

Keep track of student attendance and grade logs over course of marking periods.

Students and or parent conferences about the work their child will be receiving.

College trips to encourage all students to apply to college. Examine college requirements in College Readiness Class.

College Fair trips around the city to educate students about the variety of colleges available for them.

Assistant Principals, Guidance Counselors, Principal: Monthly review of Pupil Path with individual students.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Families notified of student credit accumulation

Datacation / PupilPath used to track student credit accumulation and parents offered several training sessions to learn how to use Datacation.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Per session will be allotted for all teachers to provide tutoring.
- All departments will work together to create Common Core instructional units and tasks that address the needs of at-risk to advanced students
- Coverages for teachers to attend CCLS trainings
- Books, Magazine subscriptions, dictionaries
- Supplies (paper, calculators, classroom supplies)
- Online resources
- Counseling for male at-risk students

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 improve our Cohort 2014's College Readiness and post high school educational opportunities through increased SAT exams averages in Math and Critical Reading.

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.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- All students in Cohort 2014 will receive SAT prep through at least one of the following means:
 - A review of the format and test taking strategies of the PSAT in Advisory, Math, and/or English classes prior to October
 - SAT test taking strategies will be addressed in Math, English and/or Advisory classes throughout the year
 - A weekly SAT Verbal and/or Math class will be programmed into 95% of Cohort 2014's schedules
- Additional SAT prep courses in the community or city will be identified and advertised to a cohort 2014 students
- Parent Meetings about the SAT format and prep materials and programs available to students
- PD for staff on SAT format, test-taking strategies and important information students need to understand about the SAT
- At least one teacher from each department will proctor the SAT one time in order to better understand the format, content and skill demands of this exam so they can turn-key this with the rest of their department and determine strategies to incorporate SAT awareness in their classes
- Wednesday SAT prep classes with Ms. Allen and Ms. Lewkowicz.
- Saturday SAT school classes with Ms. Allen.
- Students informed of SAT programs (example at Lehman)
- At SLT meetings the SAT test will be discussed and stressed that support should be included in English classes and Math classes.

- Students encouraged to take SAT subject tests. Content teachers given PD about subject specific SAT content strategies.

++++If funding permits, after-school SAT prep will be provided for students from cohort 2014

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents are informed about the requirements of the SAT at Parent Workshops, PTA Meetings, and SLT meetings

College Readiness Information, and “Road to College” information, is highlighted in all PTA newsletters.

SAT strategies included in the Parent Newsletter to assist parents in helping their students prepare for the SAT.

SAT data is shared at PTA / SLT meetings. Discussion surrounding how the school should best address this issue.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Salaries for our teachers of our SAT courses, English and Math classes, Testing Coordinator, College Advisor, and Guidance Counselor; who will be providing SAT prep instruction and awareness training to parents
- Prep books and dictionaries
- Supplies

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson, use of 7 habits of effective readers, close reading, guided writing, independent reading	Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests)	Wednesday's for Wilson Program, during class, after school and on Saturday's for other ELA tutoring
Mathematics	Guided whole group or small group practice, modeling, integration of technology and manipulatives	Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests)	During class, after school and on Saturday's
Science	Guided whole group or small group practice, modeling, integration of technology (Quia) and manipulatives	Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests)	During class, after school and on Saturday's
Social Studies	Use of 7 habits of effective readers, close reading, guided writing, independent reading Guided whole group or small group practice, modeling, integration of technology, project based work, integration of class debates	Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests)	During class, after school and on Saturday's

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Weekly counseling or additional as needed. Health consultations provided at campus clinic	Small group & individual, class presentations made by health educator from campus clinic	Before, during and after school
--	---	--	---------------------------------

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment:

Teachers will be recruited through the Open Market Hiring DOE site as well as New Visions New Teacher Finder. Administration and department teachers will attend hiring fairs through the DOE and New Visions in the Spring and Summer, as necessary. In-person interviews with a team of school staff will be held and then candidates will do a demo lesson for students with admin and teachers present.

Retention:

New teachers to the DOE will be matched with a mentor, that will observe them at least once weekly and meet with them weekly. Teachers new to the school and new to the DOE will also be provided with training relating to school mission, vision, expectations, grading policy, ladder of referral, project requirements, portfolio process, and other related school procedures. Weekly PD will be provided for all staff and will be differentiated at times for new staff.

Administration will each observe teachers throughout the year, using the Danielson Framework for up to 6 mini-observation, and additional 2-6 formal observations over the course of the year. After each observation, teachers will meet with administration for a formal or informal post observation.

Weekly PD will developed by a team of admin and teaching staff. The goals and focus will be shaped by school goals, teacher goals and needs, and the DOE Instructional Expectations. Additional PD for teachers will be provided through our PSO, the DOE, and other outside providers like Math for America.

Assignments:

Teacher assignments will be determined by the administration in conjunction with the hiring team, which is comprised of teachers from the new teachers department. Each semester the teaching assignments will be determined by administration, the guidance counselor, the programmers ; with input from the department teams.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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; PTA meeting to help parents register and use pupil path. Handouts available about GED programs, computer literacy skills, and ESL programs.

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. Establish a system to raise donations, and suggestions for school fundraisers.

fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; Pupil path program, emailing parents, parents easily email back teachers, updated grades on pupil path, teachers email to update parents of grades and report cards.

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; Electronic monthly newsletter, updated and email reminder, link for parents to check new newsletters. (Student AND parent email reminder). Helping parents understand school portfolio, school tests, Regents, SATs, during PTA meetings and PTA newsletters.

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; Annual Career day, (bring in parents to share their skills with the school community), providing assistance for parents to learn about legal matters, educating families legal matters like Dream Act, domestic violence during monthly PTA meetings and evening workshops.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. We

have a large ESL population and many school documents, phone calls, emails, and newsletters need to be translated. 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 PTA also conducts annual parent surveys to determine parent interests and areas where parents need help understanding the NYC educational system. The surveys also help identify parents that could take on leadership roles in the PTA and SLT. The findings of the evaluation through school surveys and feedback (we do surveys, electronic and paper...available at open school night) 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; Parent involvement and contributions are valued and encourages, annual sharing of goals to include in the CEP.

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. Annual Title 1 meeting to inform parents of Title 1 money. The budget is shared with all SLT members and the Title 1 money is allocated for the most effective programs.

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. Parents interested in allocating money for a translation service to use during PTA meetings.

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;

Our Parent Coordinator (Ms. Reyes) serves as a liaison between the school and families. The Parent provides 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.;

Mr. Suarez, the current PTA president) leads 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; The reports are shared at PTA meetings and links included in the PTA newsletters and on the school web site.

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; Current PTA meetings are the first Saturday of every month and additional meeting and workshops throughout they year.

translate all critical school documents and provide interpretation during meetings and events as needed. School documents given out in September are translated, the monthly Newsletter is translated, handout during PTA meetings are also translated.

Several Title I Parent Workshops 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; These workshops focus on College Readiness, SAT preparation, Choosing the right colleges. The school also takes Parents and students to city wide college fairs as part of the Saturday PTA meetings.

Our school will further encourage school-level parental involvement by:

Send printed curriculum home with all students at the beginning of the year to inform parents of what their child will be studying.
hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year (events for teachers to share with parents regents strategies, skills)
encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
supporting or hosting Family Days like International Dinner.
establishing a Parent Resource Center/Area or lending library (handouts and other resources available to parents; instructional materials for parents;
hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents (additional information and links in monthly bulletin)
encouraging more parents to become trained school volunteers (see what areas parents are strong in and areas they could help)
providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress (Datacation....end of marking periods when grades are finished).
developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress (Ms. Reyes / Mr. Suarez)
electronic newsletter, printed newsletter, and use of Datacation to keep parents informed of student progress.
Emails to parents, phone calls.
Updated school website highlighting important events dates
Translated topics on website into different languages.
Text messages and phone calls to notify parents about school events
Updated addresses, end of every semester, surveys (electronic).
Phone calls to families by student volunteers to inform parents of school events.
Health clinic downstairs, (information given to parents, about physicals, services provided etc), included in newsletters.
Open school night and parent teacher conferences to inform parents of key events, requirements.

SCHOOL-PARENT COMPACT

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

School Responsibilities

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

using academic learning time efficiently;
respecting cultural, racial and ethnic differences;

implementing a curriculum aligned to the Common Core State Learning Standards;
offering high quality instruction in all content areas;
providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
supporting parental involvement activities as requested by parents;
ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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;

Student Responsibilities:

check Pupil Path regularly and share grades with guardians.
be seated in your first period class at 8:30 each morning.
wear school dress code
attend school regularly and arrive on time. Calls will be made by 10:00 if not present.
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; Peer Mediators can help mediate conflicts.
do not plagiarize work from other sources. Always cite your sources.
volunteer in your community. This is a school graduation requirement.
attend weekly advisory classes and communicate issues you have with your advisory teacher.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Iris Zucker	District 10	Borough Bronx	School Number 477
School Name Marble Hill School for Int'l Studies			

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

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

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	6	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	1	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

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

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 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	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
Total	93	21	2	34	16	7	19	2	11	146

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
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both 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
TOTAL	0	48	47	40	11	146								

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

To enhance the school's instructional capacity to serve SIFE and Long-Term ELL, writing and content-area reading comprehension skills are specifically addressed in professional development, inquiry teams, networking conferences, and in collaborative planning sessions between teachers.

- 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.

Because nearly 2/3 of our students have been in the US for fewer than three years, we have worked very hard to create an instructional plan for newcomers. In 9th and 10th grades students have an extended block in the humanities, as described in Part I above. This allows students more time to absorb the content and focus on reading and writing in the non-fiction genre. 9th grade students must take the Integrated Algebra Regents at the end of their first year. An after-school tutoring program has been put in place for ELLs. Classroom instruction at every level now includes test sophistication so that newcomers know the expectations of the exams and gain confidence. In addition, the school's DYO ELA periodic assessments are aligned to the new ELA Regents exam and are moving toward Common Core State Standards. These are analyzed in professional development meetings for the department to highlight the strengths and weaknesses of this population.

Also, there is extensive use 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

A. Programming and Scheduling Information

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

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

Approximately 50% of our ELLs receiving services from 4 to 6 years are also SIFE. The instructional plan for these two groups is similar, with extended day programs and Saturday Academy. Many of these students are stuck in the intermediate stage and this year we have been focusing on curriculum maps that will move students more quickly from intermediate to advanced proficiency levels. Also, we will use our periodic assessment program to track the literacy progress of these students more effectively and use the information to move the students more quickly to the next proficiency level.

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

We have a small number of students who are long term ELLs. Generally these are students who have difficulties with literacy. 11 of the 19 long term ELLs are special education students. Collaborative learning and scaffolded activities help to promote literacy skills in Long-Term ELLs while allowing them to use their stronger modalities to help them access rigorous content material. Long Term ELLs attend after school and Saturday programs. In addition, these studnets are facing difficulties in passing the Regents examinations. When this is the case, they are given enrichment classes to build the skills they need to pass the examinations for graduation.

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?

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 appropriately challenged.

Teachers also use many teacher made materials. These include but are not limited to powerpoints, movies and images to give students the visual images that are often needed when understanding content, graphic organizers and templates to help students in organizing their writing, guided note taking materials. Many teachers also use audio versions of the texts being used in class.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.

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

We also have one professional development team that is focusing solely on special education issues. Because the majority of the students with special needs at our school are in ICT classes, the group is researching the 6 coteaching models and the ways that they can be best implemented at our school.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

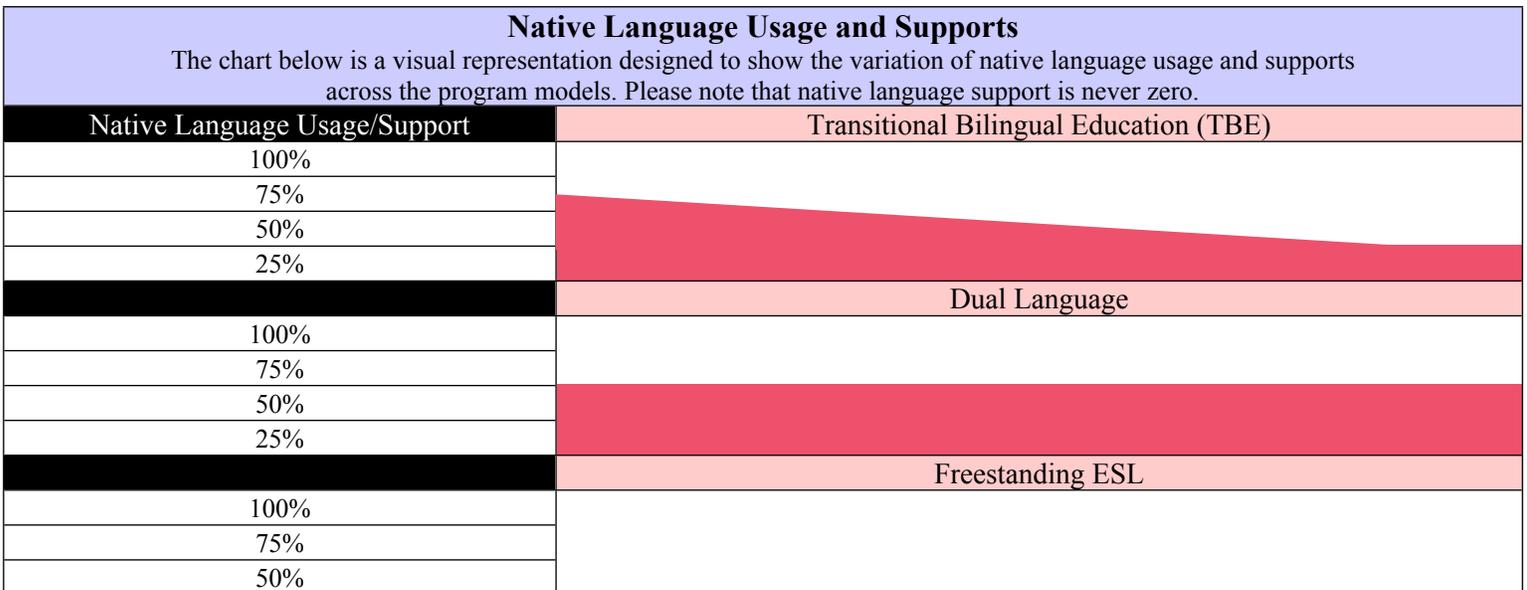
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



25%			
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.			

B. Programming and Scheduling Information--Continued
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 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)?
<p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p>

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.

10. What new programs or improvements will be considered for the upcoming school year? Our biggest improvement this year is beginning the implementation for the Common Core State Standards in all of our content areas. A greater push for literacy, especially in Science is a major goal. We have one professional development team that will be researching this and how it relates to the English Language Learner.

11. What programs/services for ELLS will be discontinued and why? We anticipate that we will provide the same services to students that we have in past years.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Marble Hill's program allows ELLs equal access to the same curriculum as English-proficient students. Content teachers work together on lessons, projects and assessments to ensure that ELLs are receiving the same materials and information as their native English speaking peers. This equality has been achieved largely because of emphasis on teacher collaboration, which is a consistent and high-quality feature of this program. Moreover, many of the Marble Hill School faculty members hold an ESL license. Other faculty members have taken course work in TESOL, QTEL professional development seminars, have taught English abroad and have completed private ESL certificate programs.

ELLs are encouraged to attend both after school tutoring and the Saturday Academy. These programs are actually better attended by ELLs than non-ELLs. ELLs also participate fully in clubs and sports that are offered both at Marble Hill and the Kennedy campus.

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

A big push has been made to increase the amount of technology in the classroom at Marble Hill. Each room is now equipped with a document camera, laptop with LCD, DVD player with speakers and an external harddrive. In addition, we have 8 classroom PC laptop carts, one apple cart and a mac lab. We have purchased both literacy and math software for classroom and enrichment use. Teachers have been working on creating power point presentations to support class discussions.

We use a variety of levels of ESL textbooks and workbooks that focus on the four language skills. In the content areas we have purchased texts to supplement the curricula that are written at various literacy levels. To facilitate our push for more independent reading we have added more high interest books for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects. We have bilingual translation dictionaries in all the native languages of our students and have ample supplies of Regents content glossaries in all languages.

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

As mentioned before, Marble Hill students speak over 35 languages. Although we do not have NLA classes students are encouraged to use their first language in any way that will help them access the material used in classes. This may come in the form of language translation dictionaries/glossaries or help from classmates with similar language backgrounds. Students who speak Spanish may take AP courses in literature and language.

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

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

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Every summer there are a number of opportunities for newly enrolled ELLs to acquaint themselves with our school and to work on English before the school year starts

- A three week summer bridge program for newly enrolled students. This includes a literacy and math component.
- A three day new student orientation to introduce the school's expectations to the students and begin diagnostic testing.
- Summer school opportunities for older students to work on content areas in which they will be taking Regents examinations.

17. What language electives are offered to ELLs?

Students who have some proficiency in English have the option to take a foreign language such as Chinese, Italian, or Japanese. If their language is Spanish they may take additional courses in Advanced Placement Spanish language or literature at our school, or through College Now. Students may study additional languages through College Now at Lehman College, after meeting College Now entrance requirements. Typically, native speakers with demonstrated literacy can participate in language classes before taking and passing the NYS ELA Regents exam.

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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?

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLA-2, EL SOL, Fountas and Pinnell, DRA) What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide quantitative data available to support your response.

At our school we use a variety of assessment tools. All of them are lexile based so that we can track the progress of our students in reading. We currently use Read 180 and System 44, Empower 3000 and Edperformance. Edperformance is solely an assessment tool and is used for our upper grades where more independent and guided reading is done in the classroom. Empower 3000, Read 180 and System 44 are also computer aided instructional tools in addition to assessment.

As can be expected students who have been in the country fewer than two years are generally reading in English at a level below basic. The majority of them are in the first percentile. These students are using Empower 3000 which allows the teacher to assign work appropriate to them and track the reading progress. We hope to show significant gains with this group.

Or intermediate students in the upper grades have lexiles ranging from the 300s to the 1200s. Because these programs are geared toward struggling readers, once a student is reading at grade level the programs are not as useful. In that case we discontinue the use of them for them.

We get valuable information from these assessments that helps in classroom instruction as well as purchasing of materials. It also allows us to determine the strengths and weaknesses of individual students on both the macro level (nonfiction, fiction, vocabulary, etc...) and the granular level (predicting, vocabulary in context, details, etc...). We have used this information extensively in our after school and Saturday enrichment programs.

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

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

Our goal is to begin each freshmen class with 50% ESL students, which should be roughly 50 students. This year we have shown tremendous success as only 11 students in the 12th grade have not tested as proficient on the NYSESLAT.

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

Our students are excelling in the area of listening/speaking. Nearly one-fourth of our ELLs were assessed as proficient in listening/speaking. This may be attributed to the programming model that we have chosen and the strong emphasis on projects and portfolios. Students are not reaching proficiency as quickly in reading and writing. It is clear that we need to focus our attention on the academic literacy skills in all content areas. We are working toward aligning our essay formats across all content areas. Our hope is that it facilitates movement toward proficiency in academic writing. In addition, we are working to increase the amount of nonfiction reading in all areas.

4. For each program, answer the following:

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

Looking at last year's Regents data, we can see that as the difficulty level of the assessments increases, so does the participation rate for ELLS. We had very few ELLs taking the physics and chemistry Regents. This is an area in which we would like to improve. We have a large number of ELLs taking the Algebra Regents. The reason for this is that we continue to register the students for this exam until they reach the score of 80 required by four year CUNY schools. Of the 119 students who took this exam 70 passed with a 65 or above.

Our students use many native language resources when taking the Regents exams: dictionaries, glossaries, native language versions of the test. However, the English version is used for submission. As our students are instructed in English they generally choose to respond to the exams in English as well.

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

Currently we are creating our own periodic assessments with the DY0 program. Teachers are working collaboratively to create a series of performance based tasks which are more in line with the Common Core State Standards. Students are reading short nonfiction articles and writing an extended response based on a prompt. Teachers have created rubrics and are tracking student progress based on elements of argumentative writing. In addition, we are administering mock Regents to students who are taking the ELA this year.

c. What is the school learning about ELLS from the Periodic Assessments? How is the Native Language used?

We have only administered one of the assessments so far. ELLs are struggling the most in creating clear and concise thesis statements and developing their evidence. For studnets taking the mock Regents, we saw that they struggled with following directions and answering multiple choice questions.

We are not administering native language periodic assessments.

5. N/A

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

The overall goal for the school is to have a high graduation rate. Last year's graduation rate for students who entered the school as ELLs was nearly 80%, much higher than that of the city. Areas that are constantly monitored that help us maintain a high graduation rate include Regents passing rates, credit accrual, English proficiency, improvement in reading level and attendance. We also administer many student surveys. This helps us to see the students' attitudes toward interventions that are put in place at the school.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Marble Hill School for Int'l S

School DBN: 10x477

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

School Name: Marble Hill School for Int'l S

School DBN: 10x477

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Marble Hill School for Int'l S	DBN: 10x477
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 154
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
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: The majority of our funds will be used for direct instruction in the form of after school tutoring and our Saturday Academy. At Marble Hill our philosophy is to give ESL students the same educational opportunities as their native English speaking counterparts. Our ELLs cover the same academic content, do the same projects and work to the same standards as our mainstream students. To attain this goal, ELLs need additional support outside of the classroom. To this end we are providing After School Tutoring and Saturday Academy programs. These programs will be staffed by highly qualified faculty including five ESL certified teachers, two math teachers, three social studies teachers and one science teacher. In addition, the two administrators that will be overseeing these programs are also ESL certified.

Tutoring will be available to ELLs after school on Mondays, Tuesdays, Thursdays and Fridays from 3:20 to 4:20. Saturday Academy will run from 9:00 to 12:00. Our program began on October 15th and will continue through June, 2013. We will offer this tutoring to all ELLs; however, we will have a more concentrated effort on the 9th and 10th grade newcomers.

During this time students will have an opportunity to get additional help on class projects as well as supplemental work in areas in which the students are struggling. Teachers will use a variety of methods to deliver instruction: QTEL methods (several general ed teachers have been trained in QTEL), ESL through the content area approach, second language acquisition strategies and test sophistication for Regents success. All instruction will be in English with supports such as bilingual dictionaries and glossaries.

Teachers will use a variety of material to supplement the classroom instruction. These include, but are not limited to:

- laptop carts for individual projects, classwork and groupwork
- Read 180 materials for independent reading and supplementary skill work
- ESL textbooks and workbooks that focus on the four language skills
- Math, History and Science textbooks that are adapted for ESL students
- High interest non-fiction books to support the content for all grade levels in each content area
- Bilingual translation dictionaries in the native languages of our students

We will not need to tap into the Title III funding for materials. We will be getting new laptop carts through another funding source, have ample textbooks and independent reading materials. □□□□

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: Almost all teachers work with ELLs at our school in one capacity or another. Because of this we take professional development for this population very seriously. Many of our staff have attended trainings to learn about effective strategies for our population. However, everyone needs to brush up their skills in this area.

We have professional development built into our weekly program each Wednesday from 2:10 to 3:40. Because weekly professional development is already built into our program, in house PD will come at no cost to Title III. Our PD calendar is divided up into whole group sessions, department sessions and student inquiry. 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. ELL strategies are addressed through the whole group sessions. In addition, this year the ESL department is looking specifically at how lessons can be adapted using the UDL framework as well as how to implement the Common Core State Standards for English Language Learners. To complete this work, we will use a small portion of this funding for teacher resource books in these two areas.

In addition, New Visions offers numerous professional development sessions throughout the year for both content specific and ESL teachers. We would like to send teachers to these trainings and use some funding to pay for per diem substitute teachers.

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: At the high school level parent involvement drops off considerably. It is important that each time we get the parents into the building, we make sure that what we offer them is valuable to both them and their children. In addition to the mandated activities for parents of ELLs, the parent coordinator, PTA president and ESL coordinator have created an agenda for a series of workshops for parents of ELLs. The first of this series on October 6th gave parents of ELLs new to the school an overview of our program and a rich discussion of what you can do to help your child even if

Part D: Parental Engagement Activities

you don't speak English yourself. On November 3 we will discuss the college application process and have invited an immigration attorney to speak about issues for undocumented students. Future workshops include health educators addressing mental health issues as well as adolescent sexual activity; gang awareness presented by the NYPD Gang Awareness Task Force; citizenship/immigration issues, Pupilpath and transcript reading; and Common Core State Standards.

Parents at Marble Hill are notified in a variety of ways.

- Direct calls from the parent coordinator
- a bi-monthly newsletter
- emails from our online grading system-pupilpath
- phone messenger
- materials sent home with the student or mailed

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		