



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MARBLE HILL SCHOOL FOR INTERNATIONAL STUDIES  
**DBN (i.e. 01M001):** 10X477  
**Principal:** KIRSTEN LARSON  
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**Network Leader:** BARBARA GAMBINO



# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed
<b>School Leadership Team Signature Page</b>
<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
<b>Academic Intervention Services (AIS)</b>
<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 new structure using the Danielson Framework for Teaching in the process of observations from September 2013 to May 2014, to support shifting teacher practice as we align instruction to the Common Core Standards.

### Comprehensive Needs Assessment

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

As per the Citywide Instructional Expectations, the Danielson Framework for Teaching will be used to implement the new Teacher Evaluation process, ADVANCE.

Through use of the Danielson Framework, the teachers and administration will develop a comprehensive understanding of what effective teaching looks like in all content areas and will utilize a common language to discuss instruction.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- 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 use the ADVANCE online evaluation tracker to capture the timeline and to ensure all teachers receive the recommended number of observations.
- Teachers will review the use of the Danielson Framework in the September 3rd & 4th Professional Development sessions.
- The administration will engage in assessing performance and identifying teachers' strengths and weaknesses each marking period. Timely and frequent observations, with meaningful feedback and coaching.
- Information from the staff observations will be used to determine teacher effectiveness and identify strengths and weaknesses. This 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.
- 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 additional Teachscape training by March 2014.
- 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.

#### B. Key personnel and other resources used to implement each strategy/activity

- Administration will determine the teacher observation load per each administrator and time frame for different categories of teachers (tenures, non-tenured, new, and at-risk).
- Administration and the MOSL teacher team members will present the PD on ADVANCE on 9/3 & 9/4.
- Administration will complete the mini and formal observation cycle throughout the course of the year.
- Administration and select staff will help plan and present weekly in house PD and identify necessary outside PD to support areas for development.
- Administration and NVSPO will review school wide and teacher level data using Skedula, ARIS, ATS, and SESIS .
- Administration, Teachers and NVSPO will identify outside PD sessions to address in identified areas to improve.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- By October 25, 2013 100% of all teachers will have had a Initial Planning Conference with an administrator to choose their evaluation format for the year.
- By February 2014, 100% of teachers will have had 2 observations (mini and/or formal) following the Danielson Framework.
- By June 2014, 100% of teachers will have had 3 -6 mini observations and 1-4 formal observation following the Danielson Framework.

#### D. Timeline for implementation and completion including start and end dates

- 9/3 -9/4, teachers will receive PD to review new ADVANCE Evaluation system, the MOSL selection process and options per department, and the Danielson Framework.
- Fall semester PD will be programmed to integrate Danielson component areas.

3. Admin and NVPSO will review teacher data each marking period using ADVANCE tracker, ARIS, Pupilpath, and Stars data.
4. By 10/25, all teachers will have had their Initial Planning Conference to determine the observation cycle for the year.
5. Between September and October, Admin will conduct joint mini observations to norm with the Danielson rubric and the observation cycle.
6. 11/4, staff will have additional PD around Danielson.
7. In November, the two Assistant Principals and one staff member will attend additional Danielson PD.
8. Between October and February, Administration will conduct 1-2 observations of all staff.
9. Midyear data will be evaluated by Admin and teachers to determine Spring PD needs.
10. By April, teachers will have turned in artifacts.
11. March to June, all teachers will have had 3 -6 mini observations and 1-4 formal observation following the Danielson Framework.
12. By the end of June, Teachers will have had their final end-of-year conference with an administrator.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Administration will categorize the teachers by tenure, non-tenure, new and at risk -teachers.
2. Administration will participate in, DOE and New Visions sponsored, Danielson and ADVANCE PD over the summer and throughout the year.
3. Administration will create a time line for these teachers, prioritizing the non-tenured, new and at-risk teachers.
4. Administration will determine who will observe which teachers for the fall semester, taking into account administrative teaching schedules and license area.
5. Administration will conduct multiple observations together from September to October, to norm with the Danielson rubric and mini observation format.
6. Administration will conduct mini and formal observations using the Danielson Framework.
7. Administration will meet in the latter half of each marking period to review the data from the observations, STARS, ARIS, and Pupilpath.
8. Professional Development sessions and outside opportunities will be catered to the areas of need highlighted through the observation cycles.
9. Teachers will be sent to participate in various PD opportunities to further the staff's understanding of Danielson and Advance.

**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).

Parents will be informed of the new ADVANCE evaluation system and the use of the Danielson Framework through PTA meetings and Parent Newsletters. The Newsletters will be translated into the top 3 languages of the school: Spanish, Bangla and French.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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 create a differentiated school wide PD plan to address the new evaluation system, teacher development of practice, and alignment to the common core standards that will start the first week in October 2013and run through May 2014.

**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.

- All teachers and administration need to better understand and become familiar with the Danielson Framework and new ADVANCE evaluation system.
- Departments need time to continue to align curriculum to the common core standards.
- Staff need to determine an instructional focus that connect the various initiatives and school needs to advance teacher practice and student achievement.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Create a teaching schedule that maximizes for common planning and department team meetings.
2. Determine appropriate NVPSO, DOE, and outside organizations PD offerings to address teacher and school needs.
3. Incorporate PD time to allow staff to better understand MOSL, Danielson and Advance.
4. Enlist teachers to share best practices in weekly whole-staff PD through short “Professional Trick of the Trade” session.
5. Analyze the previous years data and first round of mini observations to help determine an instructional focus to shape the school wide PD plan.
6. Align the school-wide PD calendar to incorporate the various initiatives and programs at the school.
7. Provide grade teams with one session each marking period to address student issues and have comprehensive student outreach sessions and discuss intervention strategies and implementation.
8. Incorporate school wide learning walks to review highlighted practices or competencies.
9. Assess impact of PD through observation cycle, PD feedback and classroom data.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teacher’s Initial Planning Conferences, teacher goals, and school wide data will be used to shape the focus of the whole group, department and grade PD sessions.
2. Administration, teachers, NVPSO, and outside PD providers will either identify, organize, create, facilitate and/or monitor the PD sessions.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By October, 100% of teachers will have had their Initial Planning Conference with an administrator.
2. By January 2014, 100% of teachers will have assessed the fall PD schedule and made recommendations for the spring semester.
3. By January 2014, Administration will analyze the impact of PD on teacher practice using the observation results, teacher and school level data.
4. By April 2014, 95% of teachers will have completed the school wide survey, which addresses PD provided and supported by the school.
5. By June 2014, 100% of teachers will have completed an assessment of the spring semester’s PD.

**D. Timeline for implementation and completion including start and end dates**

1. By mid-August, September 3rd and 4th, PD sessions are planned around Citywide Instructional Expectations, MOSL, ADVANCE and Danielson.
2. By October 2013, Weekly Wednesday PD calendar of whole staff, department and grade meetings formulated.
3. By mid-October 2013, common planning and department time scheduled within regular school day.
4. Friday or Monday administrative meetings to review PD agenda and needs for following week.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. - Common planning time will be used for department meetings.
2. - SBO approved Wednesday PD time for whole staff, department and grade PD sessions.
3. - Subject coaches from NVPSO will assist in facilitating and supporting the Math and Science teams.
4. – NVPSO, DOE and outside organizations PD sessions will be attended by staff to further staff learning.

**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).

Parent feedback from the Learning Environment Survey will be analyzed by administration and SLT to incorporate into the CEP goals for the school and school wide PD plan.

Parents will be informed of the school wide PD plan, goals and outcomes through SLT and PTA meetings and Parent Newsletters. The Newsletters will be translated into the top 3 languages of the school: Spanish, Bangla and French.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								

**Goal and Action Plan #3**

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 implement a minimum of 4 units of study that are aligned to the CCLS in math, science, history and social studies by June 2014.

**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.

- As New York shifts to the Common Core State Standards, teachers and departments must align curriculum and practices to the new standards.
- Students should experience all the instructional shifts and new standards throughout the school year in the four core subjects.
- Math and ELA Regents will be aligned to the new Common Core starting this June 2014.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. School program will be created to allow for multiple departments to have common planning and department meeting time.
2. Teachers, teacher teams, and departments will create and critique lessons and curriculum that address the new standards and incorporate rigorous and relevant work that is accessible for all students.
3. Baseline assessments will be utilized in Math and English to determine what students know and what the standards require them to know, to guide curriculum development.
4. Teachers will incorporate use of performance tasks, projects and portfolios to assess student learning.
5. Literacy will be integrated into all grades and subject lessons and units.
6. Special Education teachers will co-plan with content teachers to ensure students with IEP's needs are met through the instruction, curriculum appropriate but challenging materials to meet the various student levels.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administration and guidance will create program.
2. – Teachers will meet weekly for PD, common planning time, and/or department meetings.
3. – English and Math department will give and assess baseline assessments.
4. - NYSPO content coaches will work with Math and Science department on inquiry process and common core alignment.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. – By February, 2014 100% of students will have engaged in a minimum of two CCLS units in English, Social Studies, Science and Math.
2. - By June, 2014 100% of students will have engaged in a minimum of four CCLS units in English, Social Studies, Science and Math.

**D. Timeline for implementation and completion including start and end dates**

1. By January 2014, a minimum of 2 units of study that are aligned to the CCLS in math, science, history, and social studies.
2. By June 2014, a minimum of 2 more units of study that are aligned to the CCLS in math, science, history, and social studie

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. NVPSO Science and Math coaches will work with the departments a minimum of 2 times per month.
2. Department time will be incorporated into weekly PD schedule.

**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).

Parents will be informed of the transition to CCLS and the impact it will have on their child's classes and the rigor of instruction. The Newsletters will be translated into the top 3 languages of the school: Spanish, Bangla and French.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								

**Goal and Action Plan #4**

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 improve the cohort 2014 College Readiness non-remediation Regents benchmarks to 60% who have passed the ELA regents with a 75 or higher and a Math Regents with an 80 or higher to 50% of the cohort meeting both Regents benchmarks.

**Comprehensive Needs Assessment**

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

- The 2012-2013 Progress Report shows the cohort 2013 at 43.6% in 4-year Non-Remediation.
- In Cohort 2014, 46% have not met the non-remediation Regents benchmarks in Math and 45% have not met the non-remediation Regents benchmarks in ELA, leaving about 54- 55% of the cohort that has met the Regents benchmarks in Math and ELA.
- Students that have not met these benchmarks cannot attend a 4-year CUNY school, which is where over 50% of our alumni have traditionally attended in the past.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. – At Home In College Math and English four day a week classes, coordinated with CUNY, will be programmed for the seniors who have not met the non-remediation benchmark for CUNY in the fall of 2013.
2. – English, ESL and a Math teacher will participate in ongoing PD throughout the year, provided by CUNY.
3. – Seniors in these classes will receive two opportunities to take the CUNY placement exam as well as a CUNY fee waiver.
4. – Additional Math tutoring will be provided on Saturday's.
5. - Students and parents will be informed of the importance of meeting the non-remediation benchmarks for CUNY through grade town halls, class meetings, and individual conferences.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administration and Guidance will schedule the CUNY classes at times when the maximum number of seniors can take these classes.
2. – The Parent Coordinator will include information about the At Home in College and tutoring in the Parent Newsletters.
3. – Administration, Guidance, and the At Home in College Teachers will emphasize to all students in the class, the importance of these classes for their college process.
4. – Teachers and administration will analyze the scholarship reports and data from the mock exams of these students to assess their progress towards passing the exams

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. – By January 2014, 15% of seniors that have not met the non-remediation Regents rates (7) will have passed at least one of the exams (English or Math) at the non-remediation CUNY level.
2. – By June 2014, a minimum of 10% of seniors that have not met the non-remediation Regents rates (5) will have passed one of the exams.
3. – By June 2014, at least 65% of cohort 2014 will be College Ready by CUNY Regents standards.

**D. Timeline for implementation and completion including start and end dates**

1. – August 2013, program will be created to ensure that At Home in College Classes are at different times and allow the students who need the class(es) to get in to one or both as needed.
2. – September 2013, parents and students will be informed of the role of the At Home in College classes and the importance of meeting non-remediation levels.
3. – Mock Regents will be given on 10/13 to all the cohort 2013 students who have not met the non-remediation levels.
4. – Additional Math tutoring will be provided on Saturday's for students in the At Home in College course.
5. – By November the mock results will have been graded and analyzed to adjust instruction in the At-Home – In College courses.
6. – All students will take the ELA and/or Algebra Regents.
7. – Students that have met the non-remediation levels will be programmed for different Math and/or ELA classes for the spring.
8. – January Regents results will be analyzed for students who still have not met non-remediation levels.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. – The At Home in College curriculum for Algebra and English will be used for the respective classes. Included in this program are books for each student in English.
2. – Teachers of the At Home in College courses will attend additional tutoring over the course of the year.
3. – Mock Regents will be administered in the At Home in College ELA and Math classes and analyzed to inform instruction.

4. – Students that have passed the Regent(s) at non-remediation levels, will be programmed for different courses in the spring semester

**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).

Parents will be informed of the At Home in College and the impact it will have on their child's college process and the rigor of instruction at Parent meetings and in the Parent newsletter.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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.

- Increase by 5%, the 8+ annual credit accrual rate for our students with IEP's (excluding LTA's - who have an attendance rate of 80%)

**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.

- Our special education population has always had the lowest rates of graduation, credit accumulation and highest drop out rate of any student group in our school. In our special education population, 10 out of the 39 students with IEPs, (25%) have been held over 1-2 years and 4 are also LTA's (Long Term Absentees) that will most likely be drop outs.
- In our current special education population of 39, 10 are in the 9th grade, 9 in the 10th grade (3 LTA's), 10 in the 11th grade (1 LTA), and 10 in the 12th grade.
- This department has not always had common planning time to allow for inquiry and common department goals.
- We need to provide equal access for all our students to advanced coursework, remediation and interventions as well as a program in the least restrictive environment that is appropriate to a student's needs.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. – Students with IEP's are programmed first at beginning of each semester to determine best classes and programs of special education teachers.
2. – Special education teachers divide up IEP work by grade and complete all IEP changes & amendments by December 10th, 2013 after reviewing student progress in previous year and under previous program mode (SETTS, full time ICT, part time ICT, Self-Contained).
3. – Special education teachers and guidance counselor are sent to various PD trainings regarding IEP completion and the new STARS coding system for the USPE screen.
4. – Special Education teacher loops up with 10th grade students to 11th grade and special education teacher with history license loops up with 10th grade students to US History.
5. – Paraprofessionals will meet with grade teacher teams during case conferencing once a marking period, communicate with students daily and parents once a marking period, 6 times a year about their student's academic progress and struggles.
6. – Special Education Department provides PD for whole staff on how to read an IEP, Interventions, and the role of a special education teacher in an ICT classroom.
7. - Special education teachers have a department meeting with Administration/Guidance a minimum of 2 times per month.
8. – Special education teachers meet and communicate with students with IEP's individually and reach out to parents each marking period to review student progress.
9. – Special education teachers meet/communicate with content co-teachers weekly regarding instruction goals, review class materials/handouts/projects and student progress.
10. – Special education teachers review weekly class materials and make amendments for students with IEP's by adding scaffolding or providing additional pre-teaching support for students and grade homework, classwork, and assessment of students.

11. – Additional tutoring is recommended on Saturday for most students with IEP’s.
12. Special education teachers, administration and guidance review data via pupilpath, ATS reports, SESSIS and ARIS each marking period to determine progress and students at-risk and possible interventions.

**B. Key personnel and other resources used to implement each strategy/activity**

1. – Special education teachers complete most of work with students with IEP’s.
2. – Para professionals will work with their student daily and communicate with teachers daily about the academic progress of their student.
3. – Content teachers will collaborate with special education teachers to arrange seating, review lessons and materials for appropriateness and necessary levels or scaffolding for students with IEP’s and co integration of teachers into the daily lessons.
4. – SBST team works with special education team (guidance, administration, and teachers) to complete IEP processes.
5. – Guidance counselor serves as special education liaison and attends meetings and training on IEP compliance issues.
6. - Special Education teachers sent for trainings on IEP process and SESSIS.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. – Special education teachers will have met with each of their students individually a minimum of 6 times and called/met with parents a minimum of 6 times to review academic progress and interventions put in place or determine interventions needed.
2. – Students with IEP’s will acquire a minimum of 8 core credits by June 2014.

**D. Timeline for implementation and completion including start and end dates**

1. – By February 2014, Special education teachers will have met with each of their students individually a minimum of 3 times and called/met with parents a minimum of 3 times to review academic progress and interventions put in place or determine interventions needed.
2. – By February 2014, 80% of students with IEP’s will have acquired a minimum of 4 core credits.
3. – By June 2014, Special education teachers will have met with each of their students individually a minimum of 6 times and called/met with parents a minimum of 6 times to review academic progress and interventions put in place or determine interventions needed.
4. - By June 2014, students with IEP’s will have acquired a minimum of 8 core credits.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. – Common planning time and email groups will be used for special education teachers and content teachers to meet to review their student’s progress and plan interventions and next steps to improve student achievement.
2. – Special education team will meet 2-4 times per month to review student progress and compliance around IEP completion.
3. – Special education teachers will meet/communicate with all of their IEP students and their parent/guardians on their program at least 6 times over the course of the year (one time per marking period).

**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).

Parents will be informed of the academic and behavioral progress of their child, by special education and content teachers, each marking period. At Parent meetings and in the Parent newsletter, information on special education services, mandates and graduation requirements will also be communicated.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>Social Studies</b>	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
<b>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</b>	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 .

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administration and teachers in impacted departments will assist in teacher recruitment by attending hiring fairs, demo lessons, and interviews of teacher candidates. Programs for new teachers will limit classroom movement and number of preparations. New teachers to school will receive additional support over the summer and through the first year working at our school. This will be in the form of official mentoring for new teachers and informal mentoring for experienced teachers who are new to our school to ensure they understand our school expectations both in the classroom and as a staff member. New teachers will receive 2-4 additional mini and/or formal observations and feedback from administration over the course of the year.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our school wide PD program will include whole group session that address DOE initiatives like the ADVANCE system and CCLS alignment, department meeting time, and grade case conferencing meeting time. All teachers, paraprofessionals and administration will participate in this PD weekly. Core departments will also meet at least one additional time outside of the weekly PD time.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I funds for students in temporary housing, violence prevention programs and housing programs, are placed in supplies to cover dress code and school supplies the students may need over the course of the year to assist them in being academically successful. Title I funds are also used for tutoring and counseling services that these students may also need throughout the year.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL team reviewed and made preliminary suggestions for the assessment selections per department and grade level and presented this to the whole teaching staff on the first day of September PD.  Teachers individually and collaboratively plan their own assessments for their classes using: baselines, performance tasks, projects and other summative and formative assessments. Some of the baselines are DOE created and other's are created by departments or utilize regents for mock exams.  Within department meeting time and outside of the school day, utilizing MOSL and grant funds, teacher teams grade and assess the results of department & grade wide assessments to identify the gap between what students know and what they

need to know by the end of the semester or year. Teachers determine necessary lesson and curricular adjustments needed as well as appropriate materials to support instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; 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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact; 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; 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**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

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.

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>477</b>
School Name <b>Marble Hill School for International Stu</b>		

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

Principal <b>Kirsten Larson</b>	Assistant Principal <b>Wanda Dingman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mary Hughes</b>	Guidance Counselor <b>Wendy Garcia</b>
Teacher/Subject Area <b>Steve Cuttler</b>	Parent <b>Damary Then</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>448</b>	Total number of ELLs	<b>144</b>	ELLs as share of total student population (%)	<b>32.14%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										3	3	2	2	10
self-contained										2	3	1	1	7
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	6	3	3	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	144	Newcomers (ELLs receiving service 0-3 years)	79	ELL Students with Disabilities	21
SIFE	55	ELLs receiving service 4-6 years	47	Long-Term (completed 6+ years)	18

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	79	29		47	22		18	4		144
Total	79	29	0	47	22	0	18	4	0	144

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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										31	24	17	13	85
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										5	5	4	6	20
Urdu										0	0	0	0	0
Arabic										0	0	2	0	2
Haitian										0	0	1	0	1
French										7	3	3	3	16
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										1	0	0	2	3
Other										10	3	2	1	16
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	54	35	30	25	144

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)										21	3	1	0	25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										13	20	15	9	57
Advanced (A)										20	12	14	16	62
Total	0	0	0	0	0	0	0	0	0	54	35	30	25	144

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	51		25	
Integrated Algebra	67		43	
Geometry	70		29	
Algebra 2/Trigonometry	14		2	
Math				
Biology				
Chemistry	11		2	
Earth Science				
Living Environment	44	0	25	
Physics	3		1	
Global History and Geography	57		40	
US History and Government	31		21	
Foreign Language				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Currently we use Edperformance- Scantron to evaluate the literacy levels of our students. The most important information we get from this is the lexile level of our students. We can determine to what degree our students are falling below grade level in reading. This assessment also breaks down individual reading skills. For example we can see at what grade level each individual student can predict a final outcome, define words in context, etc.

The use of Edperformance data has been critical in our drive to create a reading culture at our schools. The first step is getting students to understand what a lexile is and what their individual level is. Our classroom libraries are coded with lexile levels and the students choose books within their lexile range to accelerate their reading growth. Additionally, teachers use the lexile levels to group students and to determine which text to use when texts are differentiated.

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 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. In the past we noticed that that many students were stuck at intermediate proficiency for several years. This was an area of focus in the past few years and a fewer number of students remain at there for a lengthy time. The students we are most concerned with in this area are the special education students and native Spanish speakers.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Modality information not released this year.

4. For each program, answer the following:
  - a. 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?

Across grade levels we can see that the majority of the beginner students are in the 9th grade. They quickly move to intermediate proficiency. Generally, students that test out on the NYSESLAT, do it in the 9th grade.

All of our students take the exams in English; however, they are given native language supports. Many of our students use the native language versions side by side with the English versions. They also use bilingual dictionaries. Due to this, we cannot make a comparison between students taking exams in the native language and English.

The ELL periodic assessment is used for two major goals at our school. The first is to give students an opportunity to see what the exam will be like. This was particularly helpful this year as the NYSESLAT moved toward Common Core Standards. Secondly, we analyze the data to determine the curricular needs of the ELL cohort. This past year we were surprised at the difficulty that students had in the listening component of the test. Without taking notes, the multiple choice questions were very difficult. With this information, we put more of a focus on note taking from an oral presentation. This was incorporated more heavily into class activities and projects. :

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

a. N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
When considering instructional methods, we must take into consideration the development of the second language. As shown in the native language chart, we have a very diverse student body. Many of our students speak languages that are not traditionally written (Fulani, Mandinka, etc...) We encourage students to use bilingual supports: dictionaries, glossaries, bilingual paraprofessionals and peer support. We also encourage the parents of the children to support them in developing literacy skills in their native language. Although we do not have the capacity to work in many of our students' languages, we foster skills that will help them use their language as a resource.

7. 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?

N/A

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

The first thing we look at to determine if we are having success with our ESL program is the development of language proficiency which we measure by NYSESLAT gains. This year we had a large number of students testing out (23). As the majority of our students have been here from 0-3 years, this is significant. According to NYSESLAT results, students are quickly moving out of beginner level, into intermediate and then advanced.

We also look at the courses that our upper class ELLs take. This is an area that we feel needs to improve. A small number of ELLs take advanced science (Chemistry and Physics) and Trigonometry and an even fewer number passes the Regents in this area. This is mostly due to students not passing the Living Environment , Algebra and Geometry Regents on the first attempt and needing to review this course material before moving on to more advanced subjects. This is an area that we still need to develop.

Of course we also look at the graduation data. For the past three cohorts, the graduation rate for ELLs was just under 70%. Although this is much higher than the city average, it is still much lower than our graduation rate for non-ELLs. This statistic is a bit misleading when looking at the success of our program. By the time our ELLs get to senior year, they have tested out of ESL. Many former ELLs benefitted from ELL services at our school and graduated on time.

There are also many intangible benefits that we must consider when evaluating our program. A cornerstone of our mission is developing global awareness and acceptance of diversity. We strive to have a diverse population that is tolerant of others. In the past year we have had ELLs visit Mali, China and Honduras. This year we will add Haiti to this list. ELLs at our school feel comfortable to compete for spots in these programs and have recently been successful.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Immediately upon registration at Marble Hill, parents are given the Home Language Identification Survey (HLIS), this is done by the school's ESL Coordinator, who is an ESL-certified teacher, Wanda Dingman. The ESL Coordinator interviews the students and family in English and the native language with the help of a family translator, a fluent staff member or the DOE translation service. If the student is eligible for the LAB-R exam, that is administered by the ESL Coordinator within the student's first ten days. Ideally, we try to give the LAB-R immediately to determine the student's program. If the student's native language is Spanish, the Spanish LAB is administered by one of the Spanish teachers. The ESL coordinator also administers the Language and Educational History form. This was created at the school to obtain information that may be useful in the programming individual students for classes and co-curricular activities.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Structures in place at the school include:

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

At all fall recruitment events, spring and summer orientations for in-coming 9th graders , and at first interviews with any over-the-counter students who arrive throughout the entire school year, all three programs (Dual-Language, transitional-Bilingual and Freestanding ESL) are explained to parents. Methods include power points presentations, flyers and promotional materials about the school and interviews. Additionally, parents view the DOE video describing each of the parent options. For students new to the system, we generally inform parents of the three choices before the student takes the LAB-R. The reason for this is that it is often difficult to get the parent to return to the school after they have registered their child and we want to ensure that each parent

of a potential ELL understands their options.

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

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

Additionally, in the fall when students return to school the ESL coordinator determines eligibility based on the previous year's NYSESLAT scores. After the students review their scores in the ESL classroom, the entitlement letters are distributed for the students to take home.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We go to great lengths to ensure that all students take all parts of the NYSESLAT exam. This we had all students with regular attendance with full participation in the assessment. Immediately at the beginning of the speaking assessment window we have teachers begin to conduct the one to one assessment. On a daily basis the score sheets are returned to the ESL coordinator who keeps a spread sheet of each student and his/her progress on all four parts of the assessment. The three written parts of the test are given on the first three consecutive days of the testing window. Again, all materials are returned on a daily basis, the spread sheet is updated and progress is monitored. The ESL coordinator is responsible for all make up exams. We find that having one person centrally in charge of all ESL students gives us a more successful completion rate.

6. 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.) 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. 
- Parent Survey and Program Selection forms for the past few years show the trend of 100% of parents who are registering for the first time in the city are choosing to put their children in an ESL program. This year all parents we administered the Parent Selection form to have chosen to register their children in an ESL program. One difficulty we have had is that many of our students who are coming to us from middle schools come with incomplete records. Often there is no Home Language Survey nor Parental Program Selection. We have 3 students who selected a bilingual program in middle school. We have counseled these parents to see if they still want a bilingual setting for their child. Two of them want to stay at Marble Hill and we are working on finding an alternative setting for the third child. As time goes by, this student has become more comfortable in this setting. We are offering the transfer for the next year and the parent is still deciding what placement she would like for her daughter.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Freestanding English as a Second Language program

To address the needs of all ELLs, Marble Hill has developed a Freestanding ESL program that is comprehensive and rigorous.

This Language Allocation Policy for a comprehensive ESL program addresses the development of basic literacy skills through second language learning. English Language learners are assigned to one of two strands according to levels of English proficiency: beginning to intermediate and advanced to transitional. This design allows students to receive the New York State-mandated ESL/ELA allotted instruction time based on their proficiency levels.

The program calls for a four-pronged approach:

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

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)?

At the beginning of each semester the ESL coordinator determines the needs of the students based on their NYSESLAT scores. Students in the ninth and tenth grades are then put into strands based on their needs. Ninth and tenth graders must take one or two additional courses in English as a Second Language aside from the ESL through the content areas classes. Schedules for each

individual student in the eleventh and twelfth grades are analyzed to ensure compliance. In the eleventh and twelfth grades ELL take US Literature and Composition. These courses are aligned to State ESL, ELA and Social Studies standards. The courses focus on the development of the listening, speaking, reading and writing skills in English language while addressing literature and literacy. The service providers are qualified ESL teachers.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As mentioned earlier, students at Marble Hill come from a variety of language backgrounds. When possible, we determine the initial literacy level in languages such as Spanish, French, Japanese, Chinese and Bangla with an in house assessment. For many of our lower incidence languages we have very little ability to assess as there are very few resources for assessment.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year students are evaluated on all four modalities through classroom activities and periodic assessments. We are a project based school and each marking period the students must complete a project in each of their classes. These projects range from written essays, narratives, oral presentations, PowerPoints, debates and responses to literature and non-fiction texts. These projects allow teachers to evaluate the students on a number of criteria at six different points throughout the year. Additionally, twice a year students are asked to present their portfolio to a teacher. This is an additional mechanism to evaluate the oral component of the language.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

- a. Describe your instructional plan for SIFE.

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

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

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

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

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

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

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

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

e. Describe your plan for Ells identified as former ELLs.

The first thing we do when the NYSESLAT results come out and a student tests out of ESL, we evaluate to see if the student would continue to benefit from ESL services. If the student continues to struggle in the language, we continue with an elective ESL course or an additional course taught by a certified ESL teacher. Furthermore, we continue to allow students accommodations on standardized assessments such as the Regents examination.

7. 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?

Most students with disabilities who are ELLs at our school are in ICT classes. One of the responsibilities of the special education teacher is to find resources appropriate for the ELLs with disabilities. Some resources that are currently used include graphic novel versions texts read in literature classes. Additionally, adapted texts in science and social studies are used.

Also, teacher made PowerPoints allow students to access content with many visuals. Teachers have been experimenting with technology. One technique we will be exploring in the next two years is flip learning. This will allow students to view lectures and/or videos at home and discuss the material and do hands on activities in the class. This will allow students to view at their own pace and review material that they do not initially understanding. This technique has a lot of potential for SWDs.

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

Paste response to question here: At the 9th and 10th grade level we have an ICT class in every major subject area. In the 11th and 12th grade we have ICT classes in math and English for both grades and US History for 11th grade and a mixed grade science course. This allows all ICT students to meet the needs of their IEPs. We schedule special education teachers so that they work primarily with one grade. This allows them to really get to know the students socially and academically. Also, because they are in all of the academic classes, they are able to make interdisciplinary connections and incorporate them when co-planning with the content teachers. Additionally we have a Resource Room for students who need it. Sometimes we will give this in addition to the ICT classes.

**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
Native Language Arts:	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction

### 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


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

### Native Language Usage and Supports

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



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

9. 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.

As mentioned earlier, our ELLs are not taking as many upper level math and science courses as we would like them to. This is further complicated as we move into the Common Core. In mathematics two of our teachers are attending city-wide math Common Core for ELLs training. Furthermore, our entire math team is involved in the A2I program through New Visions. Teachers are learning how to more effectively use formative assessments to evaluate students and move them more efficiently to meet the standards.

In Science we have hired a staff developer to work with the science department to vertically align the skills and content so that it is scaffolded throughout the four years. An important component of this will be scientific writing. Formal lab reports will begin in 9th grade giving ELLs an opportunity to practice this skill and be more ready for the advanced sciences. Also, there will be more reading in the science classes, specifically Environmental Science and Living Environment. These changes will give ELLs more opportunities to interact with the scientific literature.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As mentioned above, our ELLs are moving from beginner to intermediate to advanced to proficient at a nice pace. This is the most critical element in evaluating our ESL program. The content area in which we are most successful is social studies. We have gone to great lengths to give our teachers the tools to teach ELLs the skills necessary to navigate text and express in writing what they have learned and their opinions about historical content. Their success is shown through their passing rates on Regents exams. More students pass Global and US history on the first try than the math and sciences. Our greatest area of weakness for ELLs is making sure that they are ready for advanced math and science.

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

The program that we are most excited for this year is iMentor. In this program every student in our freshman class will be paired with a college educated, working adult. They will develop this relationship through a curriculum that focuses on soft skills needed for success and college readiness. We realized that although our students were succeeding academically, many of them struggled because of a lack of role models.

A corner stone of the program is that students are matched with an adult with similar interests. Additionally, we were able to match our ELLs with mentors of similar language backgrounds (even our one Japanese student)! We are hoping that this program will motivate our students to become more college ready.

We have also added a few new courses for ELLs. We received a grant through New Visions to have a one day a week poetry class. There are many ELLs enrolled in this course. In addition, we have a new course for ELLs which is Mystery reading and writing.

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

We are anticipating that we will provide the same services to students that we have in past years. With the current budget cuts, some after school programs may be scaled back, but all efforts are being made to supplement our budget with grant monies.

13. 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, and have completed private ESL certificate programs.

Through our Title III grant we have an extensive after school and Saturday academy. Both of these are well attended by ELLs.

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

Materials used in the classroom include:

- Laptop carts for individual projects, class work, periodic assessments, or group work. Many teachers have participated in google docs workshops and are incorporating that into the ELL classroom. This allows immediate feedback from teachers as well as other students.
- Teacher created power points to support class discussions and group work.

- Various levels of ESL textbooks and workbooks that focus on the four language skills.
- Math and History books that are adapted for ESL students.
- High interest books for Independent Reading for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects.
- Bilingual translation dictionaries in all the native languages of our students.

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

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

We have also hired bilingual educational paraprofessionals. They speak Spanish, Bangla and Urdu

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

A great difficulty in working with high school ELLs is finding resources that are low level, but age appropriate. We have gone to great lengths to find materials that are readable, but do not appear to be too juvenile. This includes both text books and literature.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

ELL students entering from intermediate schools attend an orientation during the spring prior to the first semester at Marble Hill. This allows students to get a glimpse of the culture at Marble Hill. During this orientation we invite ELLs to attend a special three week summer bridge program. Students who do not attend the orientation are contacted by phone, mail and/or their middle school guidance counselor. Every attempt is made to get as many ELLs as possible to attend the summer program. During the summer program students work on literacy and numeracy, as well as general preparations for high school work. They complete two projects (one in math and one in ELA) that are similar to what they will be expected to do when they begin the fall semester. Students who enroll during the school year are integrated as quickly as possible into our school. They meet with both the guidance counselor and the assistant principal to orient them to the US and our school. Additionally, we pair them with a student mentor, often from the Honor Society to help them adjust.

18. What language electives are offered to ELLs?

ELLs at our school are offered a range of language electives. We offer Italian, Japanese and Spanish. Generally students do not move on to their third language until they have some proficiency in English. Additionally, we offer Advanced Placement Spanish which many of our Spanish speaking ELLs take advantage of. Through our partnership with College NOW at Lehman college, we also have students taking Spanish classes for college credit.

19. For schools with dual language programs:

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

We do not have a dual language program at our school.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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

3. For our teacher of ELLs, we provide PD in house on incorporating scaffolding within projects and class work, QTEL methodologies, the habits of effective readers, writing strategies and formats for various genres of writing, as well as curriculum alignment to the Common Core Standards. Each of our departments meets weekly to bi-monthly to work to align their curriculum and practices to the new standards. Our Math and Science departments also have weekly coaching to help support them in the transition to the common core standards. We also have all of our math teachers and two ESL and one English teacher attending PD around the new Common Core standards.

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 at your school, including parents of ELLs.

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

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

Yes, these include

- Students in the ninth and tenth grade participate in Dreamyard arts classes
- BCC holds a free ESL enrichment program in the summer
- Riverdale Neighborhood House, Bronx Civil Courts, Serrano Leadership Institute at Lehman College, Van Cortlandt Park and Building With Books provide after-school internship and community service opportunities
- Lincoln Center's Open Stages support language learning, curriculum development and live theater performance for 9th and 10th grade classes

As mentioned earlier, students in the ninth grade collaborate with mentors through the iMentor program

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

Along with SLT and parent meetings, the Learning Survey has given us important feedback to help us make decisions on parent involvement. For example, last year parents said that they do not get enough information about what their children are studying in school. In addition to sending the syllabus home, teachers are now sending updates to parents via Pupilpath, an online grading and messaging system.

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

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

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	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 2013-2014 TO 2014-2015

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

DBN: 10x477

School Name: Marble Hill SIS

Cluster: 562

Network: 562

**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**

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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.

Our initial step is to use the parent's home language report, RAPL, to analyze the predominant languages of our parent and student body. During freshmen orientation sessions with parents, we also make sure to have our parents provide their preferred language of communication.

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.

Through this data, we have determined that the following languages are the primary languages:

- Spanish 49%
- Bengali 8%
- French 5% (parents that chose French are predominantly orally literate in French)
- Albanian 2%
- Other lower incidence languages 11% (Fulani, Mandigo, Twi, Bambara, Urdu, Nepali).

This information is shared with the community through our school website, our brochure, other school advertisements, and orientation sessions.

## Part B: Strategies and Activities

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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.

We translate the following documents for our parents in Spanish and Bengla: parent newsletters, school regulations (e.g. dress code, emergency contact form, education and language history form), college information, and event fliers (PTA meetings & schoolwide events).

Our parent coordinator, a bilingual para, guidance counselor, and college advisor translate these documents.

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.

For general school wide messages, we utilize the School Messenger program which also can translate messages into Spanish, French, Bengla, Arabic, and Chinese.

All school staff frequently utilize the DOE over-the-phone translators for parent conferences or phone calls. Additionally, 70% of our pedagogical staff are also bi-trilingual and 100% of our support staff are bilingual. Within our whole staff, the following main languages are represented and used daily: Spanish, French, Fulani, Bambara, Japanese, Chinese.

We have also purchased 8 oral translation devices from Williams Sound with Title I money, to be used during Parent meetings.

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 fulfills Section VII of Chancellor's Regulation A-663 in the following way:

- Each new parent is provided a copy of the Bill of Parent Rights and Responsibilities which is in the Student/Parent Handbook.
- The school has posted at primary entrances, the DOE signs about availability of interpretation services.
- Our safety plan has procedures to ensure parents are helped in their native language to get to schools administrative offices
- School forms, materials, and signage are translated into Spanish and Bengla

## 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**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		
<b>TOTAL</b>		