

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**10x477**

**School Name:**

**MARBLE HILL SCHOOL FOR INTERNATIONAL STUDIES**

**Principal:**

**KIRSTEN LARSON**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: 9-12 School Number (DBN): 10x477  
School Type: Regular H.S. Grades Served: 9-12  
School Address: 99 Terrace View Avenue, Bronx, NY 10463  
Phone Number: (718) 561-0973 Fax: (718) 561-5612  
School Contact Person: Kirsten Larson Email Address: [Klarson2@schools.nyc.gov](mailto:Klarson2@schools.nyc.gov)  
Principal: Kirsten Larson  
UFT Chapter Leader: Pat Bernal  
Parents' Association President: Kai Fletcher  
SLT Chairperson: Damaris Nunez  
Student Representative(s): Binta Sanyang & Tiffany Addo

**District Information**

District: 10 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Road Plaza, Bronx, NY  
Superintendent's Email Address: [ELindse@schools.nyc.gov](mailto:ELindse@schools.nyc.gov)  
Phone Number: (718) 741-5852 Fax: (718) 741-5852

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Barbara Maldonado  
Network Number: 562 Network Leader: Barbara Gambino

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kirsten Larson	*Principal or Designee	
Pat Bernal	*UFT Chapter Leader or Designee	
Kai Fletcher	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Binta Sanyang	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Abel	Parent Member/	
Damary Then	Parent Member/	
Kiniesha Gayle	Parent Member/	
Adam Levine	Teacher Member/	
Tiffany Addo	Student Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

9. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
10. School strengths, accomplishments, and challenges.
11. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **1. Contextual information about school community**

#### **MISSION STATEMENT**

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

Marble Hill School for International Studies diverse student body is comprised of over 30 languages and 40 countries, servicing students that come from all over the Bronx and parts of upper Manhattan. Our guiding mission is to ensure that all students are given the opportunity to learn about the world first hand from their peers and teachers, in a nurturing and challenging academic environment. We promote students engaging in the world through project based learning, second language acquisition, Advanced Placement and College Now coursework, community service, extracurricular activities, field trips, and international travel and exchanges.

Marble Hill is a college preparatory school and therefore has additional academic requirements to ensure all students graduate college ready. Students take 4 years of Math and Science, 3 years of Foreign Language \*, 4 years of Advisory, and a one-semester College Readiness class in the first semester of senior year. Classes are an hour long and students receive additional instructional time in Math and History in the 9<sup>th</sup> and 10<sup>th</sup> grades. ELL students receive additional English instruction based on their English level. All students complete a minimum of 110 hours of Community Service over the course of their high school career. In the 11<sup>th</sup> and 12<sup>th</sup> grade students can take 1-3 AP courses per year (US History, World History, Literature, Language, Calculus, Biology, Spanish Language, Spanish Literature).

\*ELL students may receive foreign language credit based on their language of instruction in their home country and the age they came to this country.

#### **School Partnerships:**

- **New Visions** - our chosen public service provider that supports our staff with professional development in and outside of the school.
- **The DreamYard Project** – provides residencies in visual art, drama, and dance to our 9<sup>th</sup> and 10<sup>th</sup> grade students, once a week on Wednesdays. They also have a drama community service group that writes and produces their own plays on student issues which they present in middle and elementary schools as well as a Saturday program at the center in the south Bronx, which a few of our students participate in regularly.
- **IMentor** – provides every incoming 9<sup>th</sup> grade student a mentor, starting in the fall of 2013, that will follow them for four years. Weekly communication with the mentors will happen during class time with the support of a IMentor staff member. IMentor will recruit, check and train every mentor and provide a staff member for 2.5 days a week to support the program.
- **CBI – College Bound Initiative** – provides a 12 month college advisor that works to create college awareness across all grades and guide students through the entire college application process as well as prepare students for enrollment in the college of their choice

- **College Board**— our teachers have attended training for AP course work and we provide 8 AP courses a year.
- **Lehman College Now Program** – they have provided College Now courses for an average of 20 juniors and seniors a semester and 5-10 students through summer bridge programs.
- **At Home in College with CUNY** – since the fall of 2012, we have participated in the English and Math program which trains our teachers to prepare seniors who have not achieved the CUNY entrance requirements in the ELA and Math Regents, for the CUNY entrance exams. Students are given a CUNY fee waiver, three opportunities to take and pass the exams, a tour of a CUNY school, and free class materials while teachers receive ongoing professional development over the course of the year.
- **National Honor Society** - we have had a chapter since 2012 with over 50 juniors and seniors inducted in as members.
- **Teacher College Student Teaching Residency** – since 2011, we have hosted TESOL student teachers and the host teachers have participated in extensive professional development throughout the process.
- **Minds Matter** – Since 2004, we have had over 120 students accepted into this competitive mentoring and college preparatory program. Most students have travelled abroad during the summer with the aid of the program.
- **Op Net & Opportunity Network** – a mentoring program that an average of 5-10 freshmen and sophomores are accepted to annually and receive college preparatory work, career exposure, and mentors.
- **New York Cares** – sponsor a fall community service day at our school that brings over 75 volunteers to our school for painting and beautification projects.
- **Nanjing Foreign Language Academy**- we have held an annual exchange with our sister school in Nanjing, China since 2005. Lehman College and Manhattan College initially aided in supporting the yearlong stay of a Chinese teacher from their school, that worked at Lehman, Manhattan and our school. We have conducted 6 student and teacher exchanges with 2-6 students from each school and 2 teachers from our school.
- **Marble Hill Alumni Association** – founded in the spring of 2012, this association is working to help support the school in providing our students with greater access to college information and preparatory experiences like Alumni Day, Career Day, and mentoring of students.
- **TechBridge**— students receive mentoring and training through this campus based CBO that teaches students technological skills as they learn how to construct a computer. Students receive a paid internship in the summer and the computer they constructed, when they graduate.

## 2. School strengths, accomplishments, and challenges

### SCHOOL STRENGTHS & ACCOMPLISHMENTS:

- Committed staff: We had a 100% teacher retention rate this year and even had one teacher come back from maternity leave. Our teachers are extremely dedicated to our students and the majority have spent 5-10 years working at Marble Hill SIS. This commitment leads to a high degree of trust and collaboration among our teachers; as well as strong connections between students and teachers as well as families.
- We have maintained and even improved our annual attendance rate from 92.9% in 2012 to 94% for 2013 and 2014.
- College –going culture that is supported by parents, students, teachers and the school program. Our school graduation requirements demand our students complete 4 years of Math and Science, and 3 years of foreign language for mainstream students, and community service. We also have built up our AP course offerings to cover at least one AP in each department.
- We have maintained high Progress Report Card grades and Exceeded the Target in all areas of the School Quality Guide for 2013-2014.
- Last year we started to provide SAT classes at our school after school and on Saturday for our students that was partially subsidized through grant money. As a result, the current seniors who were in this class improved their SAT scores by at least 5%.

### CHALLENGES:

- As our staff longevity increases, so does our average teacher salary rate, with no compensation for this increase. Therefore, each year our budget decreases as our expenses increase and we start the year in the red financially. We have had to ensure that all teachers teach full-time and administration and our one guidance counselor have taken over all administrative duties from student recruitment, programming to security and safety, lunch room duties, and compliance issues. Our two administrators also teach a period too. Fundraising and grant

writing become one more essential task of administration.

- Shared space and campus responsibilities: Being one of 7 schools in our campus; sharing common space becomes a challenge that needs to be addressed and negotiated each semester. Along with sharing space, the schools also share responsibility for campus duties and expenses – which is one more responsibility that impacts the time and responsibilities of administration and the schools budget. This year our administrators are the BRT Leader for the campus that completes the campus Safety Plan and coordinates all safety meetings and drills and emergencies for the campus and the Campus Library Coordinator. Our school also had to contribute to the salary of the campus library, school aides for the campus and sports expenses.

### **3. The areas of growth during the previous year and the key areas of focus for this school year**

#### **AREAS OF GROWTH:**

- Our College Readiness has improved greatly from the previous year due to a grant received to support SAT prep for a group of our 10<sup>th</sup> and 11<sup>th</sup> graders.

#### **KEY AREAS OF FOCUS FOR 2014-2015:**

- Continuing to improve our students' options for college is an ongoing focus for this year. We have gained a second college advisor through College Bound Initiative and will also continue with Princeton SAT and PSAT classes for our 10<sup>th</sup> and 11<sup>th</sup> graders. These items are covered through grant money. Through these initiatives, we aim to improve the percent of students that are both accepted to and enroll in 4 year colleges as well as diminish the number of students who need remediation in Math and/or English in college.
- Improve our weekly in-house PD through a collaborative PD committee and Model Teachers. As the Common Core State Standards are being phased in and the NYS Regents aligned to these standards; it is essential our teachers continue to align their curriculum and practice to meet these new standards. This is one of school elements being focused on through our weekly PD and department meetings.
- Continue to focus on the new evaluation system as a means of nurturing our teachers in their professional growth and supporting student achievement.
- Improving our
- Since literacy is emphasized through the CCSS in all subjects and we have 32% ELL and over 30 different languages in our student body, improving our student's Lexile levels is essential for them to be able to access a wide range of texts in all subjects.
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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

College readiness as defined by the Regents of New York and CUNY’s standards means that students must obtain a passing score of 75 or higher on the ELA Regent and a 80 or higher on any math Regents. Our 4-year college readiness index taken from the School Quality Guide 2013-2014 shows that our school has increased by 10% in a period of one year. In 2013 our percentage of student who were considered college ready was 44%, where as in 2014 we were at 54%. We currently have 42% of the remaining 107 students in our school from cohort 2015 that have met the CUNY Readiness benchmarks.

Marble Hill school also participates in the At Home In College Program for both math and English, this program provides professional development for one English teacher and one math teacher to ensure they can prepare the students for the CUNY COMPASS placement exam as well as the Regents. This program also provides each participating student with a CUNY fee waiver and enables the students to take the COMPASS three times as opposed to the one time for all other students are allowed.

Students and parents will be made aware of the AHC Program and its benefits through parent meetings, newsletters, emails, pupilpath, and PA meetings.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the remaining cohort 2015 students (107 out of 113) will meet a college readiness percentage of 55% as aligned with Regents diploma level and/or COMPASS CUNY’s standards for college readiness in English and Math.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
The school has partnered with CUNY for the third year, to provide the At Home in College Class for qualifying seniors.	47 Seniors	9/4/14 – 6/26/15	Ms. Cruzado – Math Teacher, Ms. Soto – ELA/ESL

			teacher, Ms. Garcia – Guidance Counselor, Ms. Larson - Principal
Professional development is provided for participating teachers by CUNY staff. Curriculum materials are also provided, free-of-charge to each student in the program.	One Math Teacher & One ELA teacher	9/4/14 – 6/26/15	CUNY AHC staff, Ms. Cruzado – Math Teacher, Ms. Soto – ELA/ESL teacher, Ms. Garcia – Guidance Counselor
Teachers (both mainstream, ESL, and a special education teacher) integrate scaffolding to address the needs of students with disabilities, English language learners, and other high-need student subgroups. Testing accommodations are also provided for these students during class testing and COMPASS testing.	One Math Teacher & One ELA teacher	9/4/14 – 6/26/15	Ms. Cruzado – Math Teacher, Ms. Soto – ELA/ESL teacher, Mr. Levine – Special Education Teacher, & Para professionals
Parents will be made aware of this program through newsletters, emails, letters home, and parent meetings over the course of the year. They will also learn of their child’s progress to meeting the goals midyear in the report card.	All Parents with a focus on participating senior parents	9/4/14 – 6/26/15	Ms. Cruzado – Math Teacher, Ms. Soto – ELA/ESL teacher, Mr. Levine – Special Education Teacher, Ms. Garcia – Guidance Counselor, Ms. Larson - Principal And Ms. Reyes – Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

CUNY AHC curriculum, substitutes for PD time for teachers, incorporation of AHC classes into weekly program.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 46% of our 107 cohort 2015 seniors will have met the CUNY college readiness benchmarks as indicated by their Regents and/or COMPASS scores.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Academic success in the 9<sup>th</sup> grade is crucial in determining future success in high school. Of the incoming 9<sup>th</sup> graders in September 2014: 48% are ELL students, 8.4% are students with IEP’s, and 52% are mainstream. Of the incoming 9<sup>th</sup> graders that took 8<sup>th</sup> grade state exams: 65% were at level 2 or below in Math and 74% were at level 2 or below in English. Ensuring our incoming 9<sup>th</sup> graders receive additional academic support in Math and English is essential.

#### School Strengths:

Based on our previous 2013-2014 School Survey, over 90 of parents were satisfied with the Instructional Core, our Systems for Improvement and our School Culture and about 83-88% of students were satisfied with these elements of our school.

The school incorporates the following items into our program to support struggling students:

- We hold a Summer Bridge Program for our students with lower Math and ELA scores or students that are newly arrived to the country.
- All 9<sup>th</sup> grade students have additional seat time in Math and ESL students have additional seat time for English.
- In November, we begin our Saturday Academy for any student that needs academic support in their class work or preparation for Regents. The majority of the students that attend Saturday Academy are our 9<sup>th</sup> graders.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

At least 50% of our 9<sup>th</sup> graders (53 out of 107) will attend at least 10 Saturday Academy sessions over the course of the 2014-2015 year to improve their Math class and Algebra Regents performance.

This will result in at least 60% (64 students) of cohort 2018 passing either the Common Core Algebra Math Regents.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			

Integrated Algebra teachers will use the A2I curriculum provided by New Visions and the Silicone Valley Project.	9 <sup>th</sup> grade students - 107	September 2014 – August 2015	Mr. Pesola & Mr. Rossi – 9 <sup>th</sup> Grade Math teachers, Mr. Barreto – Special Education Teacher, Ms. Dingman & Ms. Larson– Admin responsible for 9 <sup>th</sup> grade , David Wees – New Visions Math Coach
Summer Bridge Program	40 9 <sup>th</sup> Grade students	July 2014	Mr. Meek and Ms. Lewkowitz, Ms. Dingman & Ms. Larson– Admin responsible
Parents will be made aware of all programs during orientation, newsletters, emails, letters home, and parent meetings over the course of the year. They will also learn of their child’s progress to meeting the goals in the report card.	All Parents with a focus on 9 <sup>th</sup> grade parents	June 2014 – June 2015	Ms. Reyes – Parent Coordinator, Ms. Larson & Ms. Dingman – Admin, and all 9 <sup>th</sup> grade teachers
Additional seat time for ELA and Math	All 9 <sup>th</sup> grade students	September 2014-2015	All ELA and Math Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A2I curriculum materials, Math Department that meets weekly with New Visions Math Coach, and common meeting time provided for all Math teachers daily.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

New Visions provides a grant to support teacher curriculum development and review of student assessments to inform instruction and interventions.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

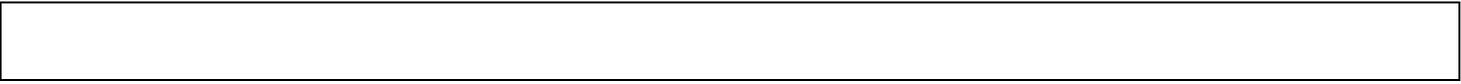
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50% of students will have demonstrated proficiency in Algebra concepts taught in the first semester, as demonstrated on the end of unit exams.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Our school has always had a weekly PD structure built into our schedule. Based on the 2013-2014 School Survey, over 40% of the teachers (100% of our teachers took the School Survey in 2013-2014) did not find the professional development experiences focused, related, and helpful in providing content support in their subject area.

As of September 2014, we now have a PD committee composed of one teacher from each department and two administrators. Our 3 new Model Teachers will be leading this committee and our PD sessions. This committee meets bimonthly to develop the scope and sequence of our PD meetings.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through our weekly PD, an instructional focus of teacher feedback that informs student revision will be focused on to improve the quality of student portfolios as we make the new shift from 3 to 2 projects per semester in each class and continue to align our curriculum to Common Core State Standards. The staff will work by department, grade and whole school on the instructional focus.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
The PD Committee will meet bimonthly to develop and review the weekly PD. Each staff member is to meet with their department to ensure that the PD is addressing their professional needs specific to their content and students.	All teachers, Paraprofessionals, & Administration	September 2014 – June 2016	PD committee (one teacher from each department & 2 Administrators)
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups will be incorporated into each PD.	All teachers, Paraprofessionals, & Administration	September 2014 – June 2016	PD committee (one teacher from each department & 2 Administrators)


**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PD committee will schedule time bimonthly to plan and review outcomes of PD.  
 PD specific materials may be required depending on topic or activity for week.  
 Speakers/presenters or outside PD sessions, will be identified to guide specific PD topics.  
 PD time may be altered to meet scheduling needs for PD or to cover classes for teachers that attend outside PD.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, staff will have reflected on the PD fall schedule and outcomes.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on the 2013-2014 School Survey, 28% of our teachers felt they did not receive regular and helpful feedback about their teaching and 31% felt that the principal did not know what was going on in their classrooms.

#### Schools Strengths:

Administration and guidance divide up responsibility for teachers and students by grade to better support the social-emotional support of both teachers and students in the grade.

Administration meets weekly to review teacher level observation data and competency levels by teacher, department and whole school level.

The Principal sends out a weekly school newsletter and calendar of announcements and events that impact the staff.

A PD committee with a teacher from each department has been created to develop, deliver and assess PD for all teachers.

The school is participating in the Learning Partners again

Three teachers have been chosen to be Model Teachers and help support the professional growth of their peers.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Administration will follow the UFT contract regulations for teacher evaluations and timeframe of teacher feedback. Administration will have a face-to-face meeting with all teachers after every observation; whether formal or informal. At least 60% of the staff will improve ratings in Domain 3 Instruction in at least one observation over the course of the year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student			

subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
The Danielson Framework is being used to evaluate all teachers. Teachers will be asked to reflect on their practice first in the post-observation. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups will be addressed during post-observations and in feedback.	All teachers	September 2014-June 2016	The Principal and two Assistant Principals
Administration will review teacher evaluations, data, and teachers' pupilpath records to identify trends by teacher, departments and the school.	All teachers	September 2014-June 2016	The Principal and two Assistant Principals

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Advance website and reports will be used to capture and track the observation data. Administration will create calendars to track the timeframe of their observations and plan their observation schedules. Administration will meet weekly to review observation progress and trends. Additional resources in the form of materials for the classroom, PD materials or opportunities for teachers or staff will be identified or recommended for or by teachers.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	xx	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, Administration will have conducted at least 2 observation cycles for all teachers, within the UFT required timeframe. Administration will review the progress of teachers in Domain 3 and see at least 30% have increased their level at least once (if applicable).

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The parents and students express strong interest in coming to our school for a challenging academic program and being prepared for college. On our 2013-2014 School Survey, Over 90% of parents were satisfied with our school culture and and 88% of our students fel they were being kept on track for college or career. While over 90% of the students feel safe in our classes, this rate drops for the campus space and area outside of the school grounds.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will utilize foundation funding to add a second full-time College Advisor through College Bound Initiative (CBI), provide subsidized SAT classes for 40 juniors and 20 sophomores, and mentors for 220 9<sup>th</sup> and 10<sup>th</sup> graders through IMentor.

11<sup>th</sup> Graders scores will improve over 5% over the course of the time they are in the SAT and Early Edge course.

The % of seniors going to 4-year colleges will increase by 10% to 65% from 55% in 2014.

At least 80% of our 9<sup>th</sup> and 10<sup>th</sup> grade students in the IMentor program will communicate with their mentors on a weekly basis and 80% will attend at least 7 of the 10 monthly meetings with their mentor.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
A full-time College Bound Initiative College Advisor will be hired to supplement our college process activities. Students with disabilities, English language learners, and other high-need student subgroups will	All students	September 2014 – June 2015	Ms. Larson, CBI staff, and Ms. Jacobson – College

be included in all initiatives covered in this goal.			Advisor & teacher
Princeton Review will be hired to provide SAT (40 juniors) and Early Edge (25 sophmores) prep classes in the spring semester and do PD for our teachers as well as a workshop for our parents.  Students PSAT and SAT scores will be tracked for impact over the course of the program. Students with disabilities, English language learners, and other high-need student subgroups will be included in all initiatives covered in this goal	25 10 <sup>th</sup> Graders, 40 11 <sup>th</sup> graders, all parents, all teachers	December – June 2015	Princeton Review Staff, Ms. Larson – Principal, Ms. Reyes – Parent Coordinator, Ms. Cruz – CBI College Advisor
IMentor will continue working with our 10 <sup>th</sup> graders and will start working with our 9 <sup>th</sup> grade too by matching them with mentors. Students with disabilities, English language learners, and other high-need student subgroups will be included in all initiatives covered in this goal	All 9 <sup>th</sup> & 10 <sup>th</sup> grade students and teachers	September 2014 – June 2015	IMentor staff & coordinators, Ms. Dingman & Ms. Larson, 9 <sup>th</sup> and 10 <sup>th</sup> grade Teachers, student mentors

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
CBI college advisor and CBI support staff will meet and plan with administration for student needs. Weekly meetings will be held with admin and CBI college advisor and MHSIS college advisor.  College materials will be purchased for both students, school and parents.  Princeton classes will be scheduled in our school either after school or on Saturdays in the Spring 2015 semester.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, all seniors will have applied to at least one school system (CUNY, SUNY, or Common Application). By February 2015, the Princeton classes will have started and the classes will have a 90% attendance rate. By February 2015, at least 70% of the 9 <sup>th</sup> and 10 <sup>th</sup> grade will have attended at least 2 IMentor events and 70% of the students will have written weekly emails to their mentors.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	8 <sup>th</sup> Grade ELA scores, ELA Regents Scores, and English/ESL class grades, NYSESLAT scores and modalities, and scantron scores, PSAT and SAT scores, mock regents	use of 7 habits of effective readers, close reading, guided writing, cornell note taking format, CUNY note taking format, independent reading, scaffolded prompts and graphic organizers	Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests),	Within class instruction, Wednesday Advisory, after school and on Saturday's for other ELA/ESL tutoring
<b>Mathematics</b>	8 <sup>th</sup> Grade Math scores, Math Regents Scores, and math class grades, A2I formative & summative assessments, online programs like IExcel, PSAT and SAT scores, mock regents	Guided whole group or small group practice, modeling, integration of technology and manipulatives, online programs (Iexcel), A2I curriculum and IPAT assessments.	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>	Class grades and assessments, Science Regents, Lab work, mock regents	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>	Class grades and assessments, History Regents, mock regents	Use of 7 habits of effective readers, close reading, guided writing, independent reading Guided whole group or small group practice, modeling,	Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments	During class, after school and on Saturday's

		integration of technology, project based work, integration of class debates	(homework, projects, classwork and tests)	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student conversations, teacher reports, case conferencing, parent meetings.	Weekly counseling or additional as needed. Health consultations provided at campus clinic. Referral to outside services or agencies as needed.	Small group & individual counselling, Parent meetings, Grade case conferencing, class presentations made by health educator from campus clinic	Before, during and after school .

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.
All our teachers are currently HQT and we had 100% retention from last year. When/if we have a position, we have a hiring team composed of teachers from the relevant subject as well as other departments and administration. Teacher candidates are expected to do a demo lesson and both the hiring committee and students assess the teacher's demo lesson and then meet with the teacher to hear their reflection on the lesson and answer the candidates questions about our school and the position and expectations.

**2b. 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 PD committee meets to review teacher needs by department, plan and review the outcomes of the PD program. Administration and teachers will identify and attend relevant and pertinent PD outside of our school too and turn key the learnings with their colleagues.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).
N/A

**Part 4: SWP Schools Only**

**4a. 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.).

N/A

**4b. 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 committee is comprised of a teacher from each department. They met in August to review the MOSL selections and then helped to present this to the staff in September. After this was presented each department met and determined their individual MOSL selections and assessments to be used for the year.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$388,322	X	Pg 10-11, 13-14, 16-17, 18-19
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	\$16,074	x	Pg 10-11, 13-14, 16-17, 18-19
Title III, Immigrant	Federal	\$1,464	X	Pg 10-11, 13-14, 16-17, 18-19
Tax Levy (FSF)	Local	\$2,353,616	x	Pg 10-11, 13-14, 16-17, 18-19

### **<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

**[Marble Hill School for International Studies]**, 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 [i](#).

## Part I: School ELL Profile

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

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 [i](#) 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	79	29		47	22		18	4		144

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>79</b>	<b>29</b>	<b>0</b>	<b>47</b>	<b>22</b>	<b>0</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>144</b>
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>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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>	<b>0</b>	<b>54</b>	<b>35</b>	<b>30</b>	<b>25</b>	<b>144</b>								

## 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
Intermediate(I)										13	20	15	9	57
Advanced (A)										20	12	14	16	62
Total	<b>0</b>	<b>54</b>	<b>35</b>	<b>30</b>	<b>25</b>	<b>144</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 [AMAQO 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. [i](#)

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?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - 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	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

### 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

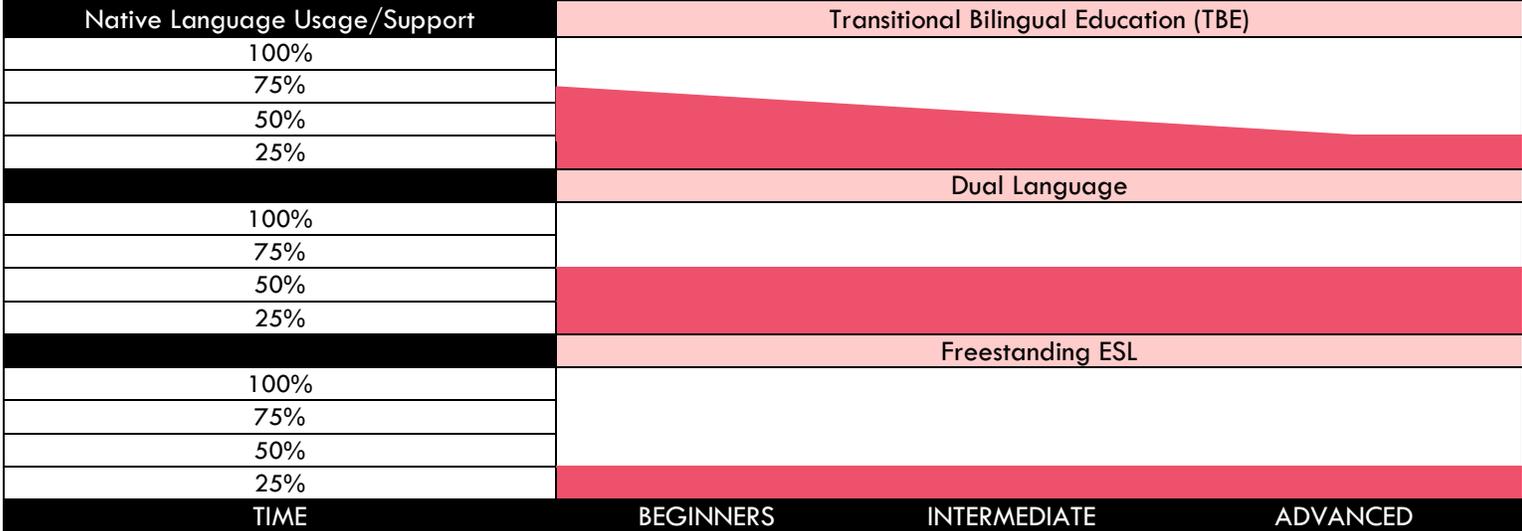
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Marble Hill School for Int'l	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
Total # of ELLs to be served: _____
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 14  
 # of certified ESL/Bilingual teachers: 9  
 # of content area teachers: 5

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: Funds for direct direct instruction will be used for afterschool enrichment 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 Enrichment and Saturday Academy programs. These programs will allow our students to expand on what they learn in the classroom and apply the concepts and skills in varied ways. Enrichment programs will be staffed by highly qualified faculty including six ESL certified teachers, three math teachers(one bilingual), one social studies teacher and two science teachers. In addition, the two administrators that will be overseeing these programs are also ESL certified. These administrators will rotate duties on Saturdays.

Teacher	License Area
Patrick Bernal	ESL/English
Mary Hughes	ESL
Karen McMurdo	ESL/Social Studies
Sabreen Nzekio	ESL/Social Studies
Jenna Goman	ESL
Nathalie Yasmin Soto	ESL
Nicholas Pesola	Mathematics
Sarah Peterson	Mathematics
Jeanette Cruzado	Bilingual Mathematics
Christopher Benson	Social Studies

## Part B: Direct Instruction Supplemental Program Information

Stephanie Lane	Science
Olivia Ramirez	Science
Paul Parris	Social Studies/Supervisory
Wanda Dingman	ESL/ Supervisory
Kirsten Larson	ESL/Supervisory

Enrichment 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 November 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 and SIFE.

During this time students will have an opportunity to deepen their understanding of class projects as well as supplemental work in areas in which the students may be 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 grades

Bilingual translation dictionaries in the native languages of our students

Materials that may need to be purchased with Title III funding for After School and Saturday Academy include independent reading materials, chart paper, class sets of markers and pencils.

## Part C: Professional Development

### 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. Professional Development will be presented by members our Assistant Principal and other members of our ESL department. These staff members are all licensed in ESL. 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 curriculum mapping with ELLs in mind (November), language development (Spring), differentiation (January) and how to use data to help identify strengths and areas in need of improvement (January full day PD). 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. This department wide PD will be ongoing. 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 and the Office of English Language Learners offer numerous professional development session throughout the year for both content specific and ESL teachers. Last year we sent a math teacher to a wonderful 6 session PD on Common Core Math and the English Language Learner. We would like to send teachers to similar trainings and use some funding to pay for per diem substitute teachers.

We will also supplement the teachers' resource library with the following texts: Common Core for the Not-So-Common Learner, Grades 6-12: English Language Arts Strategies by Andrea M. Honigsfeld and Middle and High School English Learners and the Common Core Standards: Equitable Instruction in Content Area Classrooms... by Annette M. Daoud, Fifty Strategies for Teaching English Language Learners (4th Edition) (Teaching Strategies Series) by Adrienne L. Herrell and Michael L. Jordan \_\_\_\_\_

### 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

**Part D: Parental Engagement Activities**

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 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 September 17th and October 11th gave parents of ELLs an overview to the College Application Process. This was targeted to Senior and Junior parents, but all were invited. On November 13 we will discuss the high school graduation requirements. The December topic is the Financial Aid Process. In January we will repeat the HS graduation requirements workshop. For the remainder of the year the topics that will be covered are Prescription Drug Abuse and Teenage Depression, Bullying and Cyberbullying, citizenship/immigration issues, and the US education system including standardized testing. Each of these sessions will be approximately one and a half hours. To better engage the parents we have had success in using personal translation devices. We have the capacity to translate in two languages for up to sixteen parents. We have speakers of Spanish, Bengali and French to translate for these meetings. If the need arises we can purchase additional headsets.

Additionally, this year beginning in January, we will host free ESL classes for adults in our building. We have tried this in the past with limited success, but have partnered with the Office of Adult and Continuing Education office to ensure that the classes are meaningful. The classes will be available to all parents on the campus which will allow for larger classes with more interaction between the parents.

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

- Direct calls from the parent coordinator, administration and teachers. We utilize resources at the school as well as DOE translation services
- a bi-monthly newsletter
- emails from our online grading system-pupilpath
- phone messenger with translations in Spanish
- 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)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____