

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X477

School Name:

MARBLE HILL HIGH SCHOOL FOR INTERNATIONAL STUDIES

Principal:

KIRSTEN LARSON

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Marble Hill School for International Studies School Number (DBN): 10x477
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
Principal: Kirsten Larson
UFT Chapter Leader: Pat Bernal
Parents' Association President: Kai Fletcher
SLT Chairperson: Damaris Nunez
Title I Parent Representative (or Parent Advisory Council Chairperson): Damary Then Contreras
Student Representative(s): Kevin Domfeh
Luisais Taveras

District Information

District: 10 Superintendent: Juan Mendez
Field Support Liaison
New York City Department of Education
Office of Superintendent Juan Mendez
30-48 Linden Place
Superintendent's Office Address: Flushing NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-3415 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Alexandra Anormaliza
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx, NY 10458
Director's Office Address: _____
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: (718) 828-6280

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
Damary Then Contreras	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kevin Domfeh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Luisais Taveras	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jenny Mantuano	Member/ Parent	
Adam Levine	Member/Teacher	
Grissel Jimenez	Member/ Parent	
Damaris Nunez	Member/ Teacher SLT Chairperson	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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 9th and 10th grades. English Language Learners (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 11th and 12th 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 and the Affinity Group** - 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 9th and 10th 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** –Started in the fall of 2013, provides every incoming 9th grade student a mentor 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 and Marble Hill teacher. IMentor will recruit, check and train every mentor and provide a staff member per each grade for 2.5 days a week to support the program.

- **CBI – College Bound Initiative** – provides a 12 month college adviser 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. The CBI adviser also conducts workshops for parents and teachers on all elements of the college process.
- **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 juniors and seniors as well as summer programs for our rising 11th graders.
- **CUNY LINCT to Success Collaborative Program**– 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 COMPASS entrance exams. Students take either a Math and/or English course 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 (Teacher of English to Students of Other Languages) 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 this 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 9 student and teacher exchanges with 2-8 students from each school, 2 teachers, and an administrator 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.

Special Populations:

- ELL – 25%, 110 students
- SIFE (Students with Interrupted Formal Education) students are 14% of our population, 62 students. .

10X477 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	450	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	5	# Integrated Collaborative Teaching
				19
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	1	# Drama
				2
# Foreign Language	13	# Dance	2	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.7%	% Attendance Rate		93.9%
% Free Lunch	87.3%	% Reduced Lunch		5.8%
% Limited English Proficient	32.0%	% Students with Disabilities		9.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		26.4%
% Hispanic or Latino	57.3%	% Asian or Native Hawaiian/Pacific Islander		10.7%
% White	5.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.14	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	79.5%	Mathematics Performance at levels 3 & 4		75.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	85.2%	% of 2nd year students who earned 10+ credits		90.3%
% of 3rd year students who earned 10+ credits	93.6%	4 Year Graduation Rate		91.1%
6 Year Graduation Rate	94.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

SCHOOL STRENGTHS & ACCOMPLISHMENTS:

- Committed staff: We had a 96% teacher retention rate this year with one teacher leaving to open a charter school. Our teachers are extremely dedicated to our students and the majority have spent 5-13 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 high annual attendance rate of 93% for 2014.
- Strong college-going culture that is supported by College Bound Initiative, 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 110 hours of community service. We also have built up our AP course offerings to cover at least one AP in each department.
- We Exceeded the Target in all areas of the School Quality Guide for 2013-2014 school year and achieved a Well-Developed on our Quality Review for 2014-2015 school year.
- We continued to provide subsidized SAT classes at our school after school and on Saturday for 11th grade students.

We have a very strong project-based assessment system that leads to a oral portfolio presentation at the end of each semester for all students. This rigorous system provides students with a meaningful way to use English to explain and defend what they have learned in all their classes each semester.

PRIORITY NEEDS:

Within the Danielson Framework for Teaching, Domain 3 components are the areas that the majority of our teachers need to work on more in their classroom instruction:

- Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction
- We will focus on Questioning and Discussion Techniques, 3B, this year as a staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- Through internal and external PD and pre and post observations domain three will be focused on for the staff as a whole. This goal will be measured through teacher growth via ADVANCE observation ratings. 40% (11 out of 27) of the teaching staff will have a higher rating on component 3B - Questioning and Discussion Techniques compared to their 2014-2015 MOTP Overall Component Average.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Administration and teachers will do more research to find resources and PD to better address Domain 3 components	All teachers and Administration	July 2015 – December 2015	Administration, PD Team, PD Groups - which includes all Teachers
Develop a rigorous and focused PD schedule to address Domain 3 components.	All teachers and Administration	July 2015- October 2015	PD Team and PD Groups
Learning Partners NTPP Model teachers will focus on Domain 3 Components with their Urban Teacher Residents through mentoring.	Model Teachers, UTR Mentees	September 2015 - June 2016	Model Teachers in LPNTPP program
<p>Make portfolios more student-led through shifting the questions to more open-ended questions.</p> <p>Student has to start the interview</p>	All Students	November 2015- December 2015	All Teachers
The PD focus will be shared with students and parents through Course of Study Descriptions, Parent meetings and articles in school publications for parents and students. Translation of parent documents will be provided in majority languages presented in our parent body: Spanish, Bengali, and French.	All students and parents	September 2015 - June 2016	All teachers, Administration, and Parent Coordinator
Through post observations, Administration and staff will discuss the progress of the PD groups on teacher groups.	All Staff	October 2015 - June 2016	Administration & all teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>We will take advantage of the resources our Affinity Network & New Visions can provide in the way of PD and participation in curriculum development programs. Additionally we will use DOE and other outside sources, including our Learning Partner Schools grant money to help support teachers participation in PD outside of the DOE too. Our Teacher leaders in the Learning Partners Program will focus on Domain 3B with their mentees and our Learning Partners.</p>

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>After all teachers eligible to be rated with Advance, have had 1-2 observations (depending on their observation format selection) Administration will compare their rating in domain 3B component to their 2014-2015 MOTP Component Averages in Domain 3b. If 20% of our teachers, (6 out of 27) will have made improvements in Domain 3b we will have met our benchmark.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As a college readiness school, our culture is focused on academics and we require more academically of our students to graduate (4 years of Math and Science, 3 years of Foreign Language, and 110 hours of community service) than NY State requires for high school graduation. We also have dress code we hold all students to daily. While we don’t want to detract from our focus, we know that all students need to feel supported within our school environment to provide for their social, emotional and academic growth.

Since opening our school in 2002, we have maintained high rates in the following areas that are an outcome of our strong school culture:

- 93+% Average Attendance Rate
- 89+% 4 year Graduation Rate
- 85-93% of students in the 9th - 11th grades earned 10 credits in the 2014-2015 school year
- The 4-year college readiness index in 2013-2014 was 54.6%, over 30% higher than the city average.
- 89% Rating on Supportive Environment questions from the 2014-2015 NYC School Survey (6% higher than Citywide % positive rate for high schools)
- 85% Rating on Rigorous Instruction questions from the 2014-2015 NYC School Survey

When analyzing the 2014-2015 NYC School Survey questions in the Supportive Environment section and questions on safety, the following lower positive response rates (Strongly Agree to Agree) for students and teachers were lower in the questions listed below that negatively impact the development of a supportive environment for students: **(SLT - Should we include parent responses on relevant ?'s)**

Students	Teachers
The teachers at this school notice when I am upset or having emotional difficulty - 75%	Adults at this school teach students how to advocate for themselves - 70%
Students are very interested in getting to know other students - 75%	Adults at this school instill academic self-confidence in students - 78%
How many of the students in your classes feel it is important to come to school every day? - 79%	Adults at this school support students to live independently - 67%
Most students at this school treat each other with respect - 66%	
At this school students with disabilities are included in all school activities. - 59%	

At this school students harass or bully other students. 66% All of the time - Some of the Time	
At this school students harass or bully each other based on differences (such as race, color, ethnicity...) - 64% All of the time - Some of the Time	

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
The 2015-2016 School Survey Report questions about safety, support and a positive challenging environment will show a 10% improvement in their positive response rates among students and teachers as compared to 2013-2014 response rates for same/similar questions.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
Grade teams will reach out weekly to parents regarding student progress both positive and areas to improve via phone calls and pupilpath. DOE translation services will be utilized.	All students	September 2015 - June 2016	All teachers, administration and guidance
All new students will receive a lesson about how to register and use Pupilpath to check their grades, assignments	All new students	September 2015 - June 2016	Teachers

Parents/Guardians that are new, have not yet registered for pupilpath or not used it recently will be trained on how to use Pupilpath.	Parents not registered for Pupilpath or not regularly using pupilpath	September 2015 - June 2016	Parent Coordinator, Administration, Guidance.
Special Education Teachers will communicate with their co-teachers and students with IEP's personally every day to check on their personal and academic progress to best support them. These teachers will also communicate with parents/guardians at least once a marking period via phone to update parents on their child's progress.	Students with IEP's	September 2015 - June 2016	Special Education Teachers
Town halls will be held once a semester for each grade (8 town halls a year) to celebrate success, address grade, student, community concerns	All students	September 2015 - June 2016	Teachers, Administration, and Guidance
Students will be encouraged to get involved in extracurricular events like school clubs, school wide events, PSAL sports or outside programs	All students & Parents	September 2015 - June 2016	Teachers, Administration, Guidance, and Parent Coordinator
Weekly Advisory and IMentor check-in's on achievements and challenges	All students, Advisory Teachers, & IMentor Teachers	September 2015 - June 2016	Advisory Teachers & IMentor Teachers
Student celebration events for school community and parents/guardians.	All Students	October 2015 - June 2016	Teachers, Administration, Guidance, Parent Coordinator, Technology Coordinator, and Support Staff
School Website and publication (Teacher Newsletter, School Newspaper & Parent Newsletter) will celebrate success of students and whole community regularly.	Whole Community	September 2015 - June 2016	Teachers, Administration, Guidance, Parent Coordinator, Technology Coordinator, and Support Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I Parent money will be used to help pay for our online grade system - Pupilpath that gives all students, parents and teachers access to student academic progress and anecdotal outreach. We will use grant money to help fund our IMentor program which connects students in our 9th - 11th grade with a mentor that will support them over the course of their high school career.

We will utilize the UFT contractual parent outreach time and our SBO schedule adjustments to enable more time to foster student support.

Teachers, administration, and guidance will also attend professional development both in and outside of school to further address student support.

Our Technology Coordinator, Parent Coordinator, and Community Service Coordinator will all spend a significant amount of their time on supporting the structures (PA meetings, Parent Newsletter, the School website) to enhance communication and celebration among the school community.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, Advisory classes and professional development sessions will be surveyed to show a 2% increase among staff and students that feel better in regards to school safety and support as compared to the 2013-2014 School Survey results. The SLT team will also review the progress towards this goal in December 2015.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We have incorporated weekly professional development into our school schedule through an SBO since 2002.

Based on the NYC 2014-2015 School Survey Results, the majority of teachers responded positively about the following questions about Collaborative Teachers:

- 92% felt All to Most of the teachers are really trying to improve their teaching.
- 92% Strongly Agree to Agree that teachers talk about instruction in the teacher's lounge, faculty meetings, etc.

Additionally:

- 85-93% of students in the 9th - 11th grades earned 10 credits in the 2014-2015 school year

Meanwhile, the following questions about collaborative Teachers and Professional Development showed a much lower rate of positive responses among our teachers:

- 78% Strongly Agree to Agree that teachers share/discuss students work with other teachers
- 56% Strongly Agree to Agree that teacher design instructional programs together
- 60% Strongly Agree to Agree teachers make a conscious effort to coordinate their teaching with instruction at other grade levels
- 71% said all to most of the teachers are willing to take risks to make the school better
- 74% said all to most of the teachers are eager to try new ideas
- 37% strongly agree to Agree that their professional development experiences this year had been sustained and coherently focused, rather than short-term unrelated.
- 27% strongly agree to Agree that PD included enough time to think carefully about, try and evaluate new ideas.
- 48% strongly agree to Agree that PD included opportunities to work productively with colleagues in my school.

Other Data that supports the need for more collaboration among teachers:

- 19.8% of our students scored a 3+ on AP exams in 2013-2014

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Our teachers will all take a greater role in our school through participation in teams that supports our school goals and incorporates student, parent, and staff voices.
 Every teacher will join a Professional Learning Team whose focus is framed by the teacher's self-identified areas they want to focus throughout a semester. These teams will collaboratively set and work on goals to improve instruction through their Learning . Departments will also set weekly meeting times and goals for each semester.
 The NYC School Survey results from teachers will increase by 10% in questions pertaining to collaboration and PD.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Departments will be scheduled as best as possible, to allow for a common period for meeting time for all teachers in a department.	All teachers	August 2015 - September 2015 and January 2016 - February 2016	Administration and Guidance who program, with input from teachers
Teachers were asked to volunteer to assist with a school program or role to improve staff collaboration and school systems to address student and school needs.	All teachers	June 2015 - June 2016q	Administration and UFT Chapter Leader
Each department will nominate a teacher to sit on the PD team with the principal and one assistant principal. This team will lead the PD in-house work and calendar as well as present and run these weekly PD sessions.	All staff	September 2015 - June 2016	PD Team (Math, ESL, Foreign Language, Special Ed, Principal and Assistant Principal)
Teachers will determine topics that they wish to work on for a semester in a Professional Learning Team. Teams will meet at least 2-3 times per month.	All teachers	October 2015 - June 2016	PD Team and all teachers
Professional Learning Teams identify research-based instructional programs, professional development, and/or systems and structures needed to impact change for all students.	All teachers	October 2015 - June 2016	PD Team and all teachers

Teachers will attend PD outside of school that align to the Professional Learning Teams focus, Department goals or individual goals.	All teachers	September 2015 - June 2016	All teachers, guidance, and administration.
Professional Learning Teams will identify and try 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). Part 154 mandates for percentage of PD geared around strategies to work with ELL's will be attended to and documented appropriately.	All teachers	October 2015 - June 2016	PD Team and all teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>The UFT contractual PD time and teacher's professional period will be used to enable teams to meet throughout the year to work on professional development goals and school needs. Some teachers are also part of New Visions curriculum development projects and will work with coaches throughout the year too. We are also a Host school in the Learning Partners Urban Teacher Residency program and will use the team meeting and triad visits to focus on honing our new teacher development.</p> <p>The PD team will meet at least 1-2 times a month to plan, review, and assess the progress of the PD structure and other teams in the school. MOSL Funding will be used to support these team meetings.</p> <p>9th Grade Humanities team, the US History teacher, and Math A2I teachers will attend additional PD in and outside of the school throughout the school year. Grant funds will cover teacher's attendance at these meetings outside of the school day.</p>											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Each Professional Learning Team will document their progress weekly at their meetings and will monitor their Team progress at the end of December to determine the efficacy of their groups collaboration and impact on their classroom instruction and student learning.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

--

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- 93+% Average Attendance Rate
- 89+% 4 year Graduation Rate
- 85-93% of students in the 9th - 11th grades earned 10 credits in the 2014-2015 school year
- The 4-year college readiness index in 2013-2014 was 54.6%, over 30% higher than the city average.
- Numerous community partnerships (CBI, iMentor, Minds Matter, OppNet) to mentor students and support them in career and college exposure and the application process
- Strong Parent Coordinator
- Part-time Community Service Coordinator
- Daily announcements about outside programs and opportunities
- Well-Developed in School Culture rating on 2014-2015 Quality Review
- Ensure all seniors and juniors attend at least 1 college fair and 2 college trips each year
- Dedicated weekly parent outreach time by grade teams
- School wide Grade system, Pupilpath, used by all students, teachers, administration and support staff and parents.

Needs

- Develop additional community based support systems for our more at risk students
- Continue to increase the worth and buy-in of community service at Marble Hill
- Increase communication and advertisement about school events, students, staff, and school celebrations, and academic needs of students for whole school community through school website, email, phone and text messages, Pupilpath, and social media sites (Facebook)
 - Translate more school communications into the 4 main languages represented in our parent/guardian body: Spanish, French, Arabic, Bengali

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will increase contact with parents throughout the school year and will ensure 80% of our parents will have been communicated with through a personal phone call or in-school conference.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Weekly Parent-Engagement grade team meetings (1:20 - 2:00 pm) will be held to enable teachers time to share concerns and accolades of students and reach out personally to parents via the phone or an email.</p>	<p>All parents</p>	<p>September 2015 - June 2016</p>	<p>Grade teams composed of teachers in grade and administrator or guidance counselor</p>
<p>Remodel the school website in order to create a more welcoming and multi-lingual environment for parents and students. The website will have resources that the community can take advantage of in order to enrich the civil life of our students. This goal will be measured by website activity, stickiness (time spent on the website) and parent and student surveys</p>	<p>Whole school community as well as prospective parents and families</p>	<p>November 2015 - June 2016</p>	<p>Select teachers, students and parents, Administration, Parent Coordinator, and Technology coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Our Technology Coordinator, Parent Association President, Parent Coordinator and select teachers and students will work to improve our web site during Parent outreach time and/or after school. We will also work with New Visions IT to improve our website.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Grade Teams will monitor parent outreach by December 2015 with the goal of having 40% of parents being contacted personally via phone or in-person conference.

The school website traffic will be assessed in December 2015 too to compare the monthly traffic each month and determine if there is a marked increase.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1-2 on 8 th Grade ELA, or Beginner to Intermediate on NYSESLAT 8 th Grade ELA scores, ELA Regents Scores, and English/ESL class grades, NYSESLAT scores and modalities, and scantron scores, PSAT and SAT scores, mock regents	Saturday Tutoring, Looping with teachers Extended instructional blocks 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 to small class, tutoring, 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 Within class instruction, Wednesday Advisory, after school and on Saturday's for other ELA/ESL tutoring
Mathematics	Level 1-2 on 8 th Grade Math Exam 8 th 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
Science	Level 1-2 on ELA &/or Math. 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

Social Studies	Level 1-2 on ELA 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, integration of technology, project based work, integration of class debates	Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests)	During class, after school and on Saturday's
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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:

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

Part 1: Title I Status

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

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.
<p>All our teachers are currently HQT and we had 96% 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.</p> <p>We have a Professional Development team composed of a teacher from 5 departments, the principal and an assistant principal. The teachers have chosen topics to focus on in Professional Learning Groups (PLG) by semester based around the school needs identified in our school data and this CEP, as well as the transition to common core and their departmental needs.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our PD committee meets to review school and teacher needs by department and determines a format to allow for an in-depth study of the topics/skills each PLG will work on in the semester. Administration and teachers will identify and attend relevant and pertinent PD outside of our school too and turn key the learnings with their colleagues.</p>

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 September to review their 2014-2015 MOSL ratings and analyze their past selections to determine what MOSL selections they wanted to make this year by teacher and department.

Each department will plan time within their department meetings and/or PLG meeting time to analyze their assessments and revise their curriculum and instruction as needed.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	372,533.00	X	Every goal
Title II, Part A	Federal	0		
Title III, Part A	Federal	14,680.00	X	Every Goal

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,461,190.00	X	Every Goal

¹Explanation/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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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. 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 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. Marble Hill School for International Studies 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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: <u>Marble Hill School for Int'l</u>	DBN: <u>10X477</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>14</u>
of certified ESL/Bilingual teachers: <u>9</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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.

<u>Teacher</u>	<u>License Area</u>
<u>Patrick Bernal</u>	<u>ESL/English</u>
<u>Mary Hughes</u>	<u>ESL</u>
<u>Karen McMurdo</u>	<u>ESL/Social Studies</u>
<u>Sabreen Nzekio</u>	<u>ESL/Social Studies</u>
<u>Jenna Goman</u>	<u>ESL</u>
<u>Nathalie Yasmin Soto</u>	<u>ESL</u>
<u>Nicholas Pesola</u>	<u>Mathematics</u>
<u>Sarah Peterson</u>	<u>Mathematics</u>
<u>Jeanette Cruzado</u>	<u>Bilingual Mathematics</u>
<u>Christopher Benson</u>	<u>Social Studies</u>
<u>Stephanie Lane</u>	<u>Science</u>
<u>Olivia Ramirez</u>	<u>Science</u>
<u>Paul Parris</u>	<u>Social Studies/Supervisory</u>
<u>Wanda Dingman</u>	<u>ESL/ Supervisory</u>
<u>Kirsten Larson</u>	<u>ESL/Supervisory</u>

-
-
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

Part B: Direct Instruction Supplemental Program Information

- [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

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

Part D: Parental Engagement 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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	_____	_____

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 477
School Name Marble Hill School International Studies		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Kirsten Larson	Assistant Principal Wanda Dingman
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jenna Goman	School Counselor Wendy Garcia
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ignacia Reyes
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	448	Total number of ELLs	112	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	89	ELL Students with Disabilities	
SIFE	62	Developing ELLs (ELLs receiving service 4-6 years)	18	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0	0					0
DL	0			0						0
ENL	90	20	4	18	9	3	4	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE										
SELECT ONE										
SELECT ONE										
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										25	26	15	2	0
Chinese										0	0	0	0	0
Russian										1	0	0	0	0
Bengali										6	2	4	3	0
Urdu										0	0	0	0	0
Arabic										3	3	0	0	0
Haitian										0	0	0	0	0
French										4	4	3	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	1	1	0	0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										21	6	0	0	0
Emerging (Low Intermediate)										3	9	1	1	0
Transitioning (High Intermediate)										4	8	8	0	0
Expanding (Advanced)										13	20	18	15	0
Commanding (Proficient)										6	13	18	9	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	1	12	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										12	26	24	23	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?**Paste response to questions here:**

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

Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Paste response to question here:
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Paste response to question here:
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Paste response to question here:
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Paste response to question here:
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Paste response to question here:
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Paste response to question here:
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Paste response to question here:
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Paste response to question here:
9. Describe how your school ensures that placement parent notification letters are distributed.
Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Paste response to question here:
11. 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.
Paste response to question here:
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here:
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Paste response to questions here:
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here:
3. Describe how core content is delivered in each program model. 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.
Paste response here:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status**Paste response to questions here:**
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Paste response to questions here:
8. 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?
Paste response to question here:
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Paste response to question here:

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

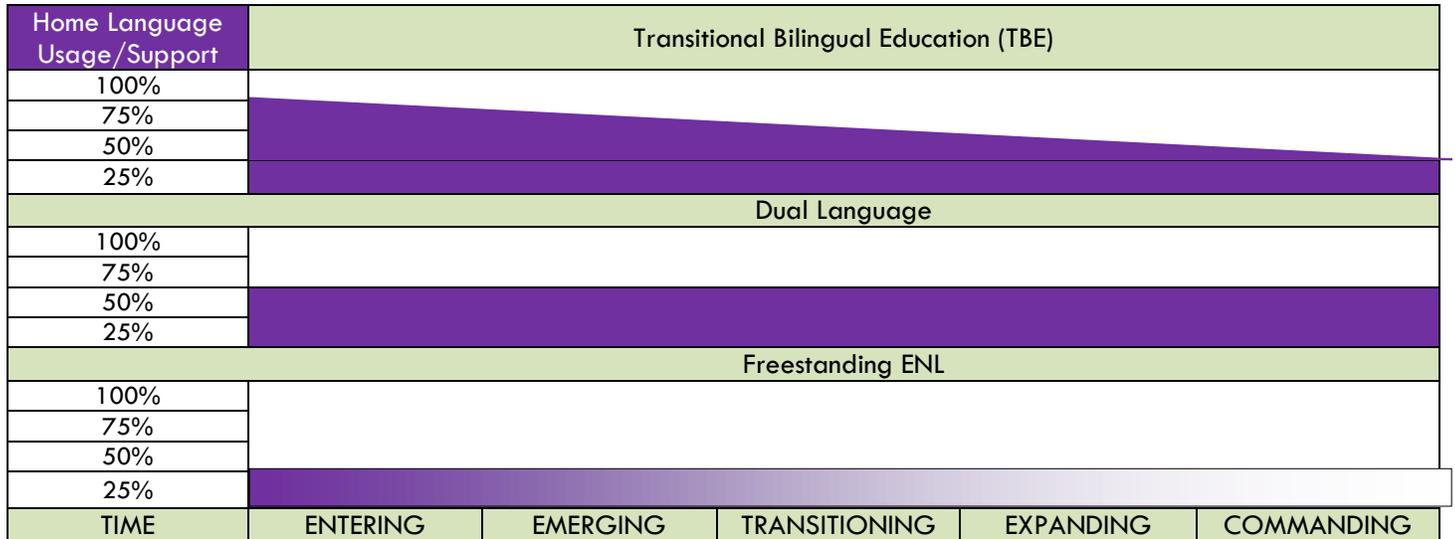


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Paste response to question here:

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10** School Name: **477**
Superintendent: **Juan Mendez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our initial step is to use the parent's home language report (RAPL) to analyze the predominant language 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Through our data, we have determined that the following languages are the primary languages of the parents at our school:

- Spanish -48%
- Bengali- 6%
- French-3%
- Albanian-2%
- Arabic-1.5%
- Other lower incidence languages (Fulani, Mandingo, Twi, Bambara, Russian)-3%

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are translated into languages other than English: parent newsletter, school regulations (e.g. dress code, emergency contact forms, education and language history forms, continuation of services for ELLs, information about SIFE programming, notices about parent meetings, college information, and event fliers.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The following are face-to-face meetings to be held with parents during the school year:

Curriculum nights: September 30, May 10

Parent/Teacher Conferences: October 19 and 20, March 10 and 11

PTA Meetings: First Saturday of each month

College Informational Sessions: September 19, November Dates TBD, May TBD

FAFSA: December 10 & 12

Open Houses for prospective students: October 29, Nov 9, Nov 14, Nov 23

ELL information sessions: September and on going

New Student/Parent orientation: June

Registration of new students: on going

Educational Planning Meetings: on going

IEP Meetings: on going

ELL Progress Meetings: on going

Phone correspondence with teachers and parents: on going

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our website can be translated into 81 languages by the click of a button. The website gives important information about the school calendar, information for students, info for parents, links to important school documents, information about our partner organizations and information on how to track a student's progress and contact his/her teachers.

School documents that are not already translated into other languages will be translated at the school by the parent coordinator, paraprofessionals, guidance counselor and pedagogues that are literate in these languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

During one to one meetings with parents we will use in house translation by guidance counselors, administration and paraprofessionals when possible. For languages not spoken by our staff we have successfully used the over-the-phone translation and interpretation unit.

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

We have purchased oral translation devices that can accommodate 3 different languages for up to 36 people. This has been most successful because there is very little wait time for the translation to happen. We use staff that speak Spanish, French and Bangla to translate for these meetings.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Translation service information is posted at all school telephones to encourage staff to utilize the system. Additionally, at the beginning of the year information about translation is given to staff. The weekly newsletter also has reminders with the phone number for services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We have not fulfill the requirement for disseminating the Parents' Guide to Language Access. We will add this to our Parent/Student handbook, put it on our website and distribute to parents as their students are registered at the school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will use information from the Learning Environment Survey to determine if parents are happy with the communication they receive from the school. We also collect informal data at the end of each informational session to assess how we can improve.