2018-19
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

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Marble Hill School for International Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>10x477</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>321000011477</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>99 Terrace View Avenue, Bronx, NY 10463</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 561-0973</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 561-5612</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Kirsten Larson</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:klarson2@schools.nyc.gov">klarson2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Kirsten Larson</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Michael Lubing</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>ZoilaHermida</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>DamarisNunez</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Mr. Asiedu</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>TsvetelinTsvetkov</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

District Information

| Geographical District: | 10 |
| Superintendent: | Richard Cintron |
| Superintendent Affinity Schools | 335 Adams Street |
| Brooklyn NY 11201 | 718-923-5124 |
Superintendent’s Email Address: rintro@schools.nyc.gov
Phone Number: 347-322-0999 (cell)
Fax: 718-923-5124

Executive Director’s Office Address:
131 Livingston Street, 6th Floor, Brooklyn, New York 11201
Executive Director’s Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618
Fax: (718) 828-6280

Field Support Center (FSC)
FSC: Bronx
Executive Director: Alexandra Anormaliza
Executive Director’s Office Address: 131 Livingston Street, 6th Floor, Brooklyn, New York 11201
Executive 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirsten Larson</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michael Lubing</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Zoila Hermida</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonathan Oberko</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Tsvetelin Tsvetkov</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Gianni Zambrano</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>CBO Representative, if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonathan Oberko</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Dr. Jennifer Cordi</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Hilary Wolf</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Damaris Nunez</td>
<td>Member/Teacher SLTChairperson</td>
<td></td>
</tr>
<tr>
<td>Aimet Blanco</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>

| [ ]           | Member/                                    |                      |
| [ ]           | Member/                                    |                      |
| [ ]           | Member/                                    |                      |
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| [ ]           | Member/                                    |                      |
| [ ]           | Member/                                    |                      |
| [ ]           | Member/                                    |                      |
| [ ]           | Member/                                    |                      |
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families, and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
</table>

**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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 100 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, English Literature, English Language, Statistics, 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 and data tools.

- **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. For the past three years, we also participated in the International Poetry Exchange Project that was started by DreamYard and Ambassador Kennedy. Our students have competed against students in Japan, South Korea and the Philippines via video six times a year as well as during trips to Japan and South Korea. This year we will travel to Japan again and in addition to having the Poetry Boxing, we will also meet Mrs. Abe, the First Lady of Japan.

- **IMentor** - We have partnered with Marble Hill since the fall of 2013 and provides every incoming 9th grade student a mentor that follows them for four years. Weekly communication with the mentors happens during class time with the support of an 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 which includes planning and presenting the weekly lessons to all students in the grade, following up with students and mentors to ensure they are communicating via email weekly and planning and leading the monthly mentor events at our school. Program Managers also coordinate and collaborate with our CBI College Advisor around college and career awareness and staff around academic and emotional needs of students.

- **CBI – College Bound Initiative** – provides a 12 month college adviser that works to create college awareness across all grades and guides students through the entire college application process as well as prepares 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.

- **DreamYard Project** - Arts partner since 2002. They have provided arts residencies in fine art, dance, drama, and music production to our 9th and 10th graders and arts electives at times to our upper class men when grant funding has permitted. They also included us in the International Poetry Project in 2014 and our
students have participated in annual poetry competitions with students from Japan, the Philippines, and South Korea.

- **Lehman College Now Program** – they have provided College Now courses for juniors and seniors as well as summer programs for our rising 10th and 11th graders.

- **CUNY LINCT to Success Collaborative Program** – since the fall of 2012, we have participated in this program which trains our College English teacher to prepare seniors who have not achieved the CUNY entrance requirements in the ELA Regents, for the CUNY COMPASS entrance exams. Seniors take a College English course, get two opportunities to take and pass the exam, a tour of a CUNY school, and free class materials while our 12th grade ELA teacher receives ongoing professional development over the course of the year.

- **SEO** - Mentoring program that accepts 9th graders based on merit and family income. Students recieve mentoring, SAT prep and college preparation over their 3 years in the program.

- **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.

- **Nanjing Foreign Language Academy** - we have held an annual exchange with our sister school in Nanjing, China since 2005. We have conducted 9 student and teacher exchanges with 2-8 students from each school, 2 teachers, and an administrator from our school and their students then visit our school for a week and stay with our students while attending Marble Hill classes.

3. Describe any special student populations and what their specific needs are.

**Special Populations:**

- ELL – 30%, 139 students
- Special Ed - 13%, 61 students
- SIFE (Students with Interrupted Formal Education) students are 14% of our population, 61 students

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.

English Language Learners and SIFE students need academically rich language instruction in all subjects and learn English through content in all grades. Double blocks of English are provided to ELL students in 9th - 12th grades and 9th and 10th Grade Global teachers are dual certified in TESOL and History to address the heavy linguistic demands of the Global curriculum. Additional tutoring after school and on Saturday's is also necessary and encouraged for our ELL and SIFE students.

For our students with disabilities, a content and special education teacher are in their four core subjects of English, Math, Science and History and they often have only 1-2 different special education teachers through the course of
their day too so that these teachers get to know them and their learning needs and styles very well. These Special Education teachers provide testing accommodations and work with their co-teachers to modify, supplement and support students and ensure the content is accessible to all of the SWDs in the room. Resource room is required for some students and additional tutoring after school and on Saturday's is also necessary and encouraged for our SWD's. Counselling, speech, mobility para's and OT or PT are required for others. We also have some students that receive busing to and from school and we ensure they have time to receive study and receive tutoring after school as much as possible.

For all of our high needs students teachers create language rich tasks and use project based assessment and oral portfolio assessments that require students to use language in all modalities to describe their learning across all content areas. We also use scantron to assess English and Math levels and growth over the course of the year.

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.

4. Identify 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.

<table>
<thead>
<tr>
<th>The greatest progress was made in the Framework Element of Collaborative Teachers during the 2017-2018 school year. Teachers met in teams two times a week to work on projects and literacy. Additionally the PD team comprised of a teacher from every department, developed a PD plan that incorporated department, grade time and professional learning teams around teacher chosen topics. Through the teacher teams and the PD structure, teacher collaboration increased greatly. Looking at the 2017-2018 School Quality Guide our teachers scored higher than the borough and city on the following responses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 96% of teachers said that teachers at our school actively try to improve their teaching, (12% higher than the borough)</td>
</tr>
<tr>
<td>• 89% said that they design instructional programs together (5% higher than the borough)</td>
</tr>
<tr>
<td>• 100% say they talk with one another about instruction (4% higher than the borough)</td>
</tr>
<tr>
<td>• 86% of teachers said they had opportunities to work productively with colleagues at their school on PD (1% higher than the borough)</td>
</tr>
<tr>
<td>• 100% of teachers aid that they recommend our school to families seeking a place for a child and to other teachers as a place to work. (20-21% higher than the borough)</td>
</tr>
</tbody>
</table>

Key Areas of Focus for 2018-2019 School Year will be around Supportive Environment and establishing a classroom and school culture where students with IEP’s feel safe, supported, and challenged by their teachers and peers.

Our Special Education Department and Guidance will review all IEP’s and share with content teachers to ensure that appropriate IEP’s are developed for every student. Content and Special Education Teachers and Paraprofessionals will work together on the classroom format, activities and lessons; adapting the instruction to each student’s need to ensure that the lessons are comprehensive and rigorous for all students. For teachers who have students with IEP’s and teach the class alone, administration and the special education team will support the teachers to ensure they are also servicing their students with IEP’s appropriately.

Through our differentiated PD program teachers will collaborate with grade, department and mixed groups by teacher chosen focus around problems of practice. Special Education will be the focus of PD for all teachers, once a marking period.

Another key area of focus is Rigorous Instruction. Our Algebra teachers and Special Education teams will focus on working with our SWD’s to improve their outcomes on the Common Core Algebra Regents for our 9th, 11th and 12th
grade students with IEP's who have not yet taken or passed this regents to increase the average score by at least 5% from last years average score of 65 to 68 by June 2019.
School Demographics and Accountability Snapshot for 10X477

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
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<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA)</td>
<td>2</td>
<td># SETSS (ELA)</td>
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</tr>
<tr>
<td></td>
<td># Special Classes (Math)</td>
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<td># SETSS (Math)</td>
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<tr>
<td></td>
<td># Visual Arts</td>
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<td># Music</td>
<td>3</td>
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<tr>
<td></td>
<td># Foreign Language</td>
<td>12</td>
<td># Drama</td>
<td>2</td>
</tr>
</tbody>
</table>

School Composition (2017-18)

| % Title I Population | 91.0% | % Attendance Rate | 93.3% |
| % Free Lunch | 88.7% | % Reduced Lunch | 4.9% |
| % Limited English Proficient | 32.0% | % Students with Disabilities | 12.4% |

Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 0.9% | % Black or African American | 18.1% |
| % Hispanic or Latino | 64.3% | % Asian or Native Hawaiian/Pacific Islander | 12.8% |
| % White | 3.7% | % Multi-Racial | 1.1% |

Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 11.06 | # of Assistant Principals (2016-17) | 4 |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 13% |
| % Teaching with Fewer Than 3 Years of Experience | 6% | Average Teacher Absences (2014-15) | 6.8 |

Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

Student Performance for High Schools (2016-17)

| ELA Performance at levels 3 & 4 | 98% | Mathematics Performance at levels 3 & 4 | 99% |
| Global History Performance at levels 3 & 4 | 98% | US History Performance at Levels 3 & 4 | 98% |
| 4 Year Graduation Rate | 89.4% | 6 Year Graduation Rate (2011 Cohort) | 96.4% |
| Regents Diploma w/ Advanced Designation | 21.2% | % ELA/Math Aspirational Performance Measures (2015-16) | 49% |

Overall NYSED Accountability Status (2018-19)

| Reward | No | Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | 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 | ALL STUDENTS | N/A |

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| 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 | ALL STUDENTS | N/A |

Met Adequate Yearly Progress (AYP) in Science (2016-17)

| 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 | ALL STUDENTS | N/A |

High School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | American Indian or Alaska Native | N/A | Black or African American | YES |
| | 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 | ALL STUDENTS | YES |

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | NO | 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 | NO | ALL STUDENTS | NO |

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | YES |
| 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 | ALL STUDENTS | 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**SCHOOL STRENGTHS & ACCOMPLISHMENTS:**

- **Committed staff:** We have a 96% teacher retention rate this year with one teacher going on sabbatical, one coming back from sabbatical and another returning from family leave. Our teachers are extremely dedicated to our students and the majority have spent 3-15 years working at Marble Hill SIS. Likewise the administration, guidance and support staff have also worked at the school for 9-16 years and work together very collaboratively. This commitment leads to a high degree of trust (Excellent at 4.43, .98% higher than the borough average) and collaboration among our teachers, administrators and support staff that translates into strong connections with students and families.

- **We had a high annual attendance rate of 93% for 2017-2018.**

- **Strong college-going culture that is supported by College Bound Initiative, IMentor, 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. Our College Readiness index has increased from 55% in 2014 to 72%.

- **We reached the excellent level in most areas of the School Quality snapshot for 2017-2018 school year, increasing from a 2.78 to 3.90 in Strong Family Community Ties.**

- **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. We have had this project-based assessment system since we opened in 2002. 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, while also presenting a revised and edited project from each class.**

- **We have developed and maintained strong partnerships with DreamYard, IMentor, and CBI that have lead to greater enrichment opportunities for our students outside of school and in the summers that have included summer college, International Poetry Exchange to Japan and South Korea, job shadowing and career exposure, college fairs, Parent/Guardian presentations, Art shows and exhibits, and college process support throughout high school.**

**PRIORITY NEEDS:**

While we have always served a large ELL population, our special education population has grown as well as the range of levels and needs of this population of students in each grade. This year is the first year we have had an additional ICT strand in the 9th grade, making it 2 out of our 4 strands in 9th grade have students with IEP’s. This translates to
more of our teachers having an ICT class and/or have students with disabilities in their classrooms. This led to us hiring an additional Special Education teacher, bringing our department to 5 special education teachers.

Additionally, per the NYC School Performance Dashboard, the 4-year graduation rate for our ELL's was 84% in 2018 (14% higher than comparison schools) compared to 75% for our SWD's (10% higher than than comparison schools). While this is a drastic increase from 2017 when we were at 46% graduation rate of our SWD, compared to 61% for our comparison schools; we need to continue to focus on improving our supports and instruction to better serve our students with disabilities.

The Common Core Algebra Regents is the first and only regents all of our 9th grade students take and our SWD's have had an average score of 65 for the past two years while our ELLs and whole school average was 69 in 2017-2018, a drop from 73 for whole school and 71 for ELL's from 2016-2017 school year. Our average incoming proficiency levels based on 8th grade scores is a 2.86 in Math compared to 2.94 in ELA. Math is a difficult subject for our higher needs students.

Additionally, our teachers have expressed through PD surveys, the need for more support in serving students with disabilities and developing productive co-teaching partnerships. One group of teachers that includes our special education department and some content teachers, have also chosen to work on special education in their small group PD time.

Our varied PD structure that included monthly Special Ed break out time by grade, is essential to meet this priority focus as well as common planning during circular 6R time in teachers schedules.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

Our Math and Special Education teams will focus on working with our SWD's to improve their outcomes on the Common Core Algebra Regents for our 9th, 11th and 12th grade students with IEP’s who have not yet taken or passed this regents to increase the average score by at least 5% from last years average score of 65 to 68 by June 2019.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| • Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school wide PD calendar will be set for the 2018-2019 school year for the first and second semesters.</td>
<td>All teachers September 2018 - January 2019</td>
<td>PD team, Special Ed and Math Departments, Cabinet, &amp; Administration</td>
</tr>
<tr>
<td>Monthly Department team meetings where Math and Special Education departments will review the progress of SWD’s in the Algebra courses and strategies implemented as well as plan future strategies to address student deficiencies in the Algebra courses.</td>
<td>Special Ed and Math Departments &amp; SWD’s in Algebra classes September 2018 - June 2019</td>
<td>Special Ed and Math Departments, Cabinet &amp; Administration</td>
</tr>
<tr>
<td>Mock Common Core Algebra Regents (partial to complete) will be given to assess student progress towards mastering Algebra Common Core content.</td>
<td>Algebra Teachers &amp; co-Special Ed teachers, October - June 2018</td>
<td>Algebra Teachers &amp; co-Special Ed teachers &amp; Administration</td>
</tr>
<tr>
<td>Math and Special Education teachers in Algebra classes will meet weekly to plan instruction and review student progress through assessments.</td>
<td>Algebra Teachers &amp; co-Special Education teachers, &amp; SWD's in Algebra classes September 2018 - June 2019</td>
<td>Algebra Teachers &amp; co-Special Ed teachers &amp; Administration</td>
</tr>
<tr>
<td>Review progress of SWD's in Math classes with parents and students.</td>
<td>Algebra Teachers &amp; co-Special Education teachers, Guidance &amp; Admin September 2018 - June 2019 at Parent Outeach time as well as Parent/Teacher Conferences.</td>
<td>Algebra Teachers &amp; co-Special Education teachers, Guidance &amp; Admin</td>
</tr>
<tr>
<td>SWD's will attend resource room, tutoring after school and/or on Saturday's focused on Algebra.</td>
<td>SWD’s in Algebra classes September 2018 - June 2019</td>
<td>Algebra Teachers &amp; co-Special Education teachers, Guidance and Admin</td>
</tr>
<tr>
<td>Algebra Teachers and co-Special Education teachers will review first semester progress in Algebra course.</td>
<td>Algebra Teachers &amp; January 2019</td>
<td>Algebra Teachers &amp; co-Special Education</td>
</tr>
</tbody>
</table>
Students will review their progress from first semester in Algebra courses

Intervisitation of Algebra classes

Algebra and co-Special Education teachers will present outcomes of year’s work to school community

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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

This goal was created after the SLT team comprised of parents, teachers, students and the principal reviewed our data dashboard, school survey from last year and saw that our special education students under-performed in most areas, especially Math. Knowing the importance of the Math Regents in students meeting college readiness benchmarks, this goal was set.

Progress made towards the goal will be shared out at Math and Special Ed Department, SLT and Cabinet meetings over the course of the 2018-2019 school year. Students with disabilities in the Algebra courses and their parents will be made aware of the content and skills covered on the Algebra CC regents, the importance of passing the Algebra CC Regents to not just graduate but attain College Readiness levels to avoid remediation in college. They will also learn about how remediation in Math and English can negatively impact a students college application process as well as progress in college. Parents will be apprised of their child's progress through weekly parent outreach time, parent educational conferences and parent/teacher afternoons/night. The Math and Special Education teachers will conduct parent outreach and talk with students weekly about their progress as well as guidance counselors will call parents as needed. The Math and Special Ed departments as well as SLT and administration will review the progress towards the goals.

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.
We will take advantage of the resources our Affinity Network & New Visions can provide in the way of relevant PD. The rest of our Math and Special Education teachers will attend a 3 day Writing Revolution PD, paid for by a foundation, and begin to incorporate these strategies into their classrooms and projects to address comprehension of reading and content as well as teach students how to write more complexly from sentence to single and multiple paragraphs.

Our 9th, 11th & 12th grade teachers of Algebra will use both the EMath and New Vision CC Algebra curriculum.

Our students in the 9th grade have 6 hours of Math instruction a week and in the upper grades they have 5 hours of Math instruction a week. Our special education teachers will provide additional tutoring and resource room for some of the students.

| 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** | **21st Century Grant** | **SIG** | **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.

Throughout the semesters, Administration will attend various teacher team meetings. The cabinet will also review the progress monthly via feedback from teachers to their department representative on the cabinet as well as by reviewing student class progress and marking period grades. At the end of the fall and spring term, the Algebra and Special Education teachers will assess the impact of their work that term as well as a whole school sharing of this feedback and discussion on how to improve the process for the spring term. Administration will discuss student progress in Algebra during pre and post observations too.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Student grades in Algebra that are comprised of: notebooks, class work, assessments and projects will be used to assess student progress in comprehending the content that will be covered on the Algebra CC regents the students will take in January 2019 (upper grade students) and/or June 2019 (9th grade and 11/12th grade students). Students will do practice Regents questions as well as mock Regents too over the course of the year to assess their progress towards passing the Regents. The New Visions Regents Assessment tool will be used to analyze student Regents.

The January and/or June 2019 CC Algebra regents will be used as the final assessment.

**Part 5c.** In February 2019, 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 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

One of our strengths is our college going culture focused on academics. We require more academically of our students to graduate (4 years of Math and Science, 3 years of Foreign Language, and 100 hours of community service) than NY State requires for high school graduation. These high standards we have maintained for all our students are strived for by our students, parents and teachers, creating a culture focused on

Now, due to:

- changing school population and increased special education population from 10 - 13% in last 4 years as well as,
- greater range of levels and needs in our special education population, from high functioning students with autism to formerly self contained students, and students with mobility paras,
- more limited tutoring supports we are able to provide outside of school, and
- budget constraints;

we need to refocus our efforts on improving our services to our special education students throughout the school day in our ICT classrooms which are now 25% of our classes, through our resource room and team-teaching models.

Special Education Statistics from New Visions Student Sorter:

- 53% of our Special ed population is in the schools lowest third.
- 20% did not earn 10+ credits in the previous year with 66% having failed 1-22 credits during high school
- 15% have a GPA ranging from 53-64%
- 27% have GPA from 65-69%
- 25% have GPA from 70-79%
- 50% are off - almost on track to graduation

Additionally, both content teachers and special education teachers overwhelmingly stressed in post observations and mid and end-of year reflections that they needed additional time and support to work more effectively in the ICT classrooms to support our students with IEP’s.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

85% of Students with IEP's that are regularly attending school (85%+ attendance rate) will earn 10+ credits by the end of the 2018-2019 school year.
## Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Team will review, divide, and prioritize IEP work for their case loads</td>
<td>Special Education Department</td>
<td>September 2018</td>
<td>Special Education Department, Guidance and Administration</td>
</tr>
<tr>
<td>Special Education teachers will meet with content teachers, and paraprofessionals to set class seating, norms, expectations for all teachers and paras in the room as well as schedule when &amp; how team teachers will meet and share materials.</td>
<td>Special education teachers, co-teachers, paras</td>
<td>September October 2018</td>
<td>Teachers and Admin</td>
</tr>
<tr>
<td>Special Education teachers will present PD to whole staff that addresses how to read an IEP, how to make modifications, team-teaching models, and Q&amp;A.</td>
<td>Content teachers</td>
<td>October 2018</td>
<td>Special Education Department and staff.</td>
</tr>
<tr>
<td>Content teachers in ICT classrooms will share all classroom materials with special education teachers &amp; Paraprofessionals (daily lesson plans, projects/assessments/homework, gradebook on skedula, curriculum &amp; unit plans) to ensure Special education teachers can adequately co-plan, make modifications or find additional resources to support their students in accessing the content and mastering the skills for each subject.</td>
<td>Special Education Teachers &amp; Paraprofessionals</td>
<td>September 2018 - June 2019</td>
<td>Content teachers in ICT classrooms and Special Education teachers. Admin will oversee this work through observations and pre/post observations.</td>
</tr>
<tr>
<td>Special Education teachers will meet with their grade teams weekly at Parent outreach to review student progress and reach out to families.</td>
<td>Students with IEP’s</td>
<td>September 2018-June 2019</td>
<td>Special Education teachers. Administration and Guidance</td>
</tr>
<tr>
<td>All teachers will hold a mid-marking period check in with every student in their 4-5 day a week classes to review their academic progress and attendance through Pupilpath.</td>
<td>All students</td>
<td>October 2018 - May 2019</td>
<td>All teachers and Administration.</td>
</tr>
<tr>
<td>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 month via phone to update parents on their child’s progress.</td>
<td>Students with IEP’s</td>
<td>September 2018 - June 2019</td>
<td>Special Education Teachers, Admin &amp; Guidance</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The SLT team, comprised of teachers, parents of students with IEP’s, students and the principal reviewed the data from the NYC dashboard, New Visions portal, and school survey and identified the lower pass rates of our students with IEP’s as an important area to focus on since credit accrual can prohibit a student from being promoted to the next grade, lower their GPA and negatively impact the trajectory of student’s high school career and possibilities to continue their education after high school.

Our parents will meet with the special education teacher, content teachers, guidance and/or administration for their annual or triannual to understand their child's progress from last year as well as the accommodations that are being recommended for their child this year. Most of these meetings will happen between October and December 2018.

At all parent events, including the Parent Association and SLT meetings, services and needs of our students with IEP's will always be highlighted and addressed to ensure all parents understand the needs of our special education population. Teachers will also reach out to parents during Parent outreach time each week and meet with parents at Parent/teacher conferences 3 times a year or more as needed.

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.

Throughout weekly parent outreach and once a during PD time, all staff will have time to meet with their co-teachers and receive PD around areas that impact our students with IEP’s such co-teaching models and strategies, the Writing Revolution, or how to create modifications for students with IEP’s for classwork and assessments.

All special education teachers will be kept at a regular program full-program, as opposed to having an additional class. This will ensure that they all have 2 periods a day free to prep and meet with their co-teachers. This year, an
additional special education teacher was also hired to work in our 9th grade that has two groups of ICT students. Our other 9th grade special education teacher will mentor this teacher, as she has worked with the teachers and curriculum of this grade for 3 years now.

Since few of our special education teachers have strong Math backgrounds, we have taken the one that is stronger in Math and looped her to follow her previous 9th grade ICT class up to their 10th grade Geometry class. Likewise we have one teacher who is stronger in the Global History curriculum, working with both one 9th grade global class and one 10th grade global class.

Per session has also been set aside for special education teachers to finish IEP’s, provide resource room help after school (1.5 hours two times a week) and tutoring on Saturday’s (3 hours a week) and meet with their co-teachers after school hours (1-2 hours per week).

Special Education teachers will be sent to content area PD too to ensure they will be able to better support their students in Math, Science and writing across the curriculum. Textbooks, online resources, and other resources like manipulatives will be purchased to help support our students with IEP’s throughout all their classes.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tax Levy</strong></td>
</tr>
<tr>
<td><strong>C4E</strong></td>
</tr>
</tbody>
</table>

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 the third mid-marking period check-in in December 2018, students with IEP’s will have maintained or improved their passing rate and grades in at least 50% of their 4 core classes of Math, History, English and Science.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Students’ GPA and grades will be used to assess their progress towards this goal.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

School Strengths:

- **Committed staff**: We have a 96% teacher retention rate this year with one teacher leaving for family leave. Our teachers are extremely dedicated to our students and the majority have spent 5-13 years working at Marble Hill SIS.

Per the 2017-2018 School Survey:

- 96% of teachers say that they usually look forward to each working day at their school. (Q4a)
- 100% of teachers say that they recommend their school to families seeking a place for their child. (Q4b), and
- 100% of teachers say that they recommend their school to other teachers as a place to work. (Q4h)

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.

Priority Needs:

Per the 2017-2018 School Survey results:

100% of teachers say that they talk with one another about instruction,(Q8d) but 85% of teachers say that at their school teachers make a conscious effort to coordinate their teaching with instruction at other grade levels. (Q8b).

As we have a high retention rate and most of our teachers have worked together for a few to over 10 years, trust is high among our teachers but time is never sufficient enough to allow for enough meeting time across all the various groups from PD groups, Department, Grade, Cabinet and PD Teams weekly.

Our high-needs populations of special ed and ELL are shifting in make-up and increasing in percentages and more people are and will be teaching students with IEP’s in the near future. Additionally the state standards and assessments continue to change teachers are facing new Regents exams they must prepare students for regardless of English level and student IEP’s. We need to continue to adjust our classroom pedagogy and assessments to address these shifting state standards and assessments, student populations and their individual needs.

Our weekly meeting times need to be as productive as possible to ensure each team is meeting their yearly goals and impacting student performance positively. Through our varied PD schedule, all teachers will choose a problem of practice and group to work with at least twice a month, a Special Education PD monthly and a Department team meeting once a month. The Department teams will focus on coordinating their instruction across other grades to scaffold the skills and content students need to learn and master at each grade.
## Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

All teachers will participate in at least two teacher teams during the PD structure that will increase their ratings in Domain 3 competencies (3B, 3C, 3D) in at least 50% of their observations for the school year.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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<td>- 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).</td>
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<thead>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018 &amp; January 28, 2019</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>September - June 2019</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>January 2019 &amp; June 2019</td>
<td>Teachers and administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>January 2018 &amp; June 2019</td>
<td>Teachers and administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>January 2018 &amp; June 2019</td>
<td>Teachers, Administration, UFT consultation team, PD team, SLT team</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teacher PD work will be shared with the SLT and Parent Association at meetings and via parent newsletters.

### 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.

We will use our weekly PD time, Chancellor’s days, common planning at times, DOE and New Visions PD opportunities, and grant funding to pay for outside PD. Our Administration will support our teachers in their PD teams and needs.

#### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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. Teacher PD teams will share out work at the end of each semester. Administration will review observations at the end of each semester to assess teacher progress in 3B, 3C, 3D and work with the PD Team to ensure PD whole group sessions and team sessions are addressing Domain 3.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. Teacher observations and ratings in 3B, 3C, & 3D will be reviewed at the end of each semester to assess progress.

**Part 5c.** In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school has had a weekly Wednesday PD structure since we opened the school in 2002, before it was mandated by the UFT contract and yet this is an area that teachers are generally very critical of this time.

**Strength:**

- We have very high teacher, admin and support staff retention rate.
- Administration and guidance have a great understanding of all aspects of the school structure and work well together.
- 100% of teachers say that they trust each other (city average is 85%)
- 86% of teachers say that they trust the principal (city average is 80%)
- Through the 2016-2017 School Quality Guide, there was a 9-20% increase in teacher responses about the Quality of Professional Development
- Departments nominated one teacher for PD team that plan the PD for the year to ensure each departments needs are being addressed and one teacher for Cabinet that works to plan the structures and supports within the school.
- All of our teachers, except one teacher who on-boarded in November, and administrators have gone through a 3 day Writing revolution PD.

**Priority Need:**

- Ensure we are incorporating the Writing Revolution structures and sequencing across all subjects and grades to fully impact all our students reading, writing and comprehension skills.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.
The principal will work with the staff to evaluate and provide additional Writing Revolution Professional Development to increase the quantity of times teachers use Writing Revolution strategies to at least 4 times in the school year in at least two of their classes to improve the quality of student writing across all grades.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last group of teachers and admin will attend 3 day Writing Revolution PD.</td>
<td>6 Teachers and one administrator</td>
<td>September - November 2018</td>
</tr>
<tr>
<td>Teachers will incorporate Writing Revolution Strategies and structures into their classes at least 2 times in the fall semester</td>
<td>All Teachers</td>
<td>September - January 2019</td>
</tr>
<tr>
<td>Principal will visit New Dorp High School to see how they have implemented the Writing Revolution across all of their departments and grades.</td>
<td>Principal</td>
<td>January 2019</td>
</tr>
<tr>
<td>Principal and administrators will meet with all teachers to survey their use of Writing Revolution strategies and next steps to further use of writing revolution strategies</td>
<td>Administration</td>
<td>January - February 2019</td>
</tr>
<tr>
<td>Through use of new online Writing Revolution resource and teacher collaboration, teachers will incorporate new structures into their spring classes.</td>
<td>All teachers</td>
<td>January and June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The SLT team and Parent association will lean about our Writing Revolution goals and work through presentations at meetings and updates in newsletters.

### 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.

Foundation funding will be used to send the remaining staff to the 3 day Writing Revolution PD as well as secure a year membership to the new online Writing Revolution resource. Administration will meet with teachers to assess their use of writing revolution through interviews and observations. Classroom lessons, lesson plans, materials, assessments and writing products will be assessed too. Teachers and some admin will be released to visit the showcase school, New Dorp High School in March to see how they have integrated writing revolution across their entire school.

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

Teacher surveys and observations will be used to assess the progress and number of times teachers using writing revolution effectively to impact student reading, writing and comprehension.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teacher observations: formal, informal and walk throughs will be used to assess how frequently teachers are using the writing revolution strategies.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

- 93+% Average Attendance Rate
- 90% 4 year Graduation Rate
- 85-93% of students in the 9th - 11th grades earned 10 credits in the 2014-2015 school year
- 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
- 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

- Strengthen format of parent-outreach time to have greater impact on parent contact
- 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 2018-19 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 expand its social network presence to include Instagram, Twitter and Facebook and will post at least once a week on each of these platforms to increase our parent outreach about school events by at least 100 parent followers across the three sites.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parents</td>
<td>September 2018 - June 2019</td>
<td>Grade teams composed of teachers in grade and administrator or guidance counselor</td>
</tr>
<tr>
<td>All students, parents, staff, outside groups</td>
<td>October 2018</td>
<td>Technology Specialist and Administration</td>
</tr>
<tr>
<td>Whole school community as well as prospective parents and families</td>
<td>November 2018 - June 2019</td>
<td>Select teachers, Administration, Parent Coordinator, and Technology coordinator</td>
</tr>
<tr>
<td>Whole school community</td>
<td>September 2018 - June 20189</td>
<td>Administration, Parent coordinator and technology specialist</td>
</tr>
<tr>
<td>Focused groups of parents and students</td>
<td>February 2019- June 2019</td>
<td>Principal, administration and parent Coordinator.</td>
</tr>
</tbody>
</table>

**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.

**The school will expand its social network presence to include Instagram, Twitter and Facebook**

**Weekly posts will be put up on the social media sites to celebrate and advertise student and school events.**

**Social Media sites will be advertised throughout the school and on all mail sent home.**

**Students and parents will be surveyed about impact of social media on their understanding of what is happening in school and feedback of these postings.**

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

During Parent Outreach time, a teacher from each grade will help with making weekly posts for the school on the school social media sites.

### 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.
Our technology specialist will start and help to maintain these sites with the input from administration and some teachers and the parent coordinator.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

We will review our social media sites by March to assess the number of followers and survey parents and students about their reaction to the social media school posts.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The number of followers will be counted and the feedback will also be assessed for what percent is positive versus negative feedback.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Level 1-2 on 8th Grade&lt;br&gt;ELA, or Beginner to Intermediate on NYSESLAT&lt;br&gt;8th Grade ELA scores, ELA Regents Scores, and English/ESL class grades, NYSESLAT scores and modalities, and scantron scores, PSAT and SAT scores, mock regents&lt;br&gt;8th Grade Math scores, Math Regents Scores, and math class grades, A2I formative &amp; summative assessments, online programs like IExcel, Guided whole group or small group practice, modeling, integration of technology and manipulatives, online programs (IExcel), A2I curriculum and IPAT assessments.</td>
<td>Saturday Tutoring, Looping with teachers&lt;br&gt;Extended instructional blocks&lt;br&gt;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</td>
<td>Small group to small class, tutoring, Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests),</td>
<td>During class, after school and on Saturday’s&lt;br&gt;Within class instruction, Wednesday Advisory, after school and on Saturday’s for other ELA/ESL tutoring</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Level 1-2 on 8th Grade&lt;br&gt;Math Exam&lt;br&gt;8th Grade Math scores, Math Regents Scores, and math class grades, A2I formative &amp; summative assessments, online programs like IExcel, Guided whole group or small group practice, modeling, integration of technology and manipulatives, online programs (IExcel), A2I curriculum and IPAT assessments.</td>
<td>Guided whole group or small group practice, modeling, integration of technology and manipulatives, online programs (IExcel), A2I curriculum and IPAT assessments.</td>
<td>Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests)</td>
<td>During class, after school and on Saturday’s</td>
</tr>
</tbody>
</table>

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2018-19 CEP
<table>
<thead>
<tr>
<th>Subject</th>
<th>Level 1-2 on ELA &amp;/or Math.</th>
<th>Guided whole group or small group practice, modeling, integration of technology and manipulatives</th>
<th>$\text{Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests)}$</th>
<th>During class, after school and on Saturday’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>Class grades and assessments, Science Regents, Lab work, mock regents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Level 1-2 on ELA</td>
<td>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</td>
<td>$\text{Small group tutoring, whole class instruction on strategies, incorporation of strategies into assessments (homework, projects, classwork and tests)}$</td>
<td>During class, after school and on Saturday’s</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Student conversations, teacher reports, case conferencing, parent meetings.</td>
<td>Weekly counseling or additional as needed. Health consultations provided at campus clinic. Referral to outside services or agencies as needed.</td>
<td>$\text{Small group &amp; individual counselling, Parent meetings, Grade case conferencing, class presentations made by health educator from campus clinic}$</td>
<td>Before, during and after school.</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

   Our Parent Coordinator, Secretary, and/or Guidance counselor will reach out to families to verify their housing status and get further information about how this is impacting their child’s ability to participate fully in all aspects of school. Identified needs per each child will be cataloged to determine how the school can use the STH funding set aside to assist these students.

   Based on previous years support for STH population needs, we will provide school dress code items, back packs, school supplies, and basic grooming items (shampoo, soap, deodorant...) for students. We will also provide additional tutoring after school and on Saturday's as needed, counselling for students and financial support in the college application process as needed.

   This Teachers will also be made aware of these students so they can notify guidance or administration if they seen the student’s grades being impacted negatively due to possible results of their housing situations (e.g. coming late to school, not having proper dress code, sleeping in class, getting upset easily or a drop in grades).

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
| 3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison. | N/A |
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th></th>
<th>Targeted Assistance (TA) Schools</th>
<th></th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All our teachers are currently HQT and we had 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. We will use the DOE supports and New Visions supports to assist us in finding appropriate candidates for any open positions. We also may reach out to past student-teachers who we were unable to hire at the time but that proved themselves as strong new teachers and were very interested in working at our school.

Our first priority to to ensure the candidate has the appropriate license for the position and teaching schedule. 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.

We will ensure that there is target professional development for our new teachers as well as mentors in the licensed area on our staff to support the teachers as they are beginning at our school. Throughout the year administration will continue to meet with new teachers to ensure that all areas of our school expectations and requirements are fully explained and the new staff are supported in addressing these needs.

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.

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).
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.

As per teacher request, a schedule of Wednesday PD will be created that allows for:

- 4-6 whole department PD sessions
- Our own teachers and staff to share best practices that teachers can try out in their own classes or adapt as needed
- Time for whole school topics that may be mandated (Child Abuse and Suicide Detection and Prevention to Special Ed services) or desired (Writing Revolution Strategies).
- Teacher determined teams to address topics and strategies they are specifically interested in such as Integrating Technology into the classroom, Formative Assessment and how it can be implemented and used to adjust instruction and impact student outcomes, Transition to new Math standards...

At times, specific staff or departments may be required to do certain PD as determined by administration due to school, student or staff needs. One example is coaching that will take place with our special education department to work on using testing data to determine interventions and strategies to use with students with IEP's.

During the observation process teachers will also receive specific recommendations around PD based on the classroom observation and student data. Teachers are frequently told to visit specific teachers or subjects to observe strategies that they can adapt or implement in their own classrooms. Additionally this year, teachers will continue to intervisit within the school and outside the school through the Showcase School Program of the DOE.

Three teachers, one Assistant Principal and the Principal are also in the Learning Partners program as the Host school. These teachers are working on assessment in the classroom to strengthen types of formative and summative assessments they can implement and mentor their Urban Teacher Residents in as they work with them throughout the school year. This team of staff will also visit our two partner schools as well as host them at our school and work together on the joint professional area of assessment.

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).
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 will meet if and when the UFT and DOE make a determination about MOSL for the 2016-2017 school year.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). 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 consolidated\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>401,324</td>
<td>X</td>
<td>5A, 5B, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>h/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2018-19 CEP
Title III, Part A
Federal $17,486 X 5A, 5B, 5D, 5E

Title III, Immigrant
Federal 0 N/A N/A

Tax Levy (FSF)
Local $2,927,387 X 5A, 5B, 5D, 5E

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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 School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marble Hill School for International Studies will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

### Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds Act (ESSA);

● 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;

**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

Marble Hill School for International Studies, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum**
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 Elementary and Secondary Education Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

  - 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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
</table>

  - 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |

[http://schools.nyc.gov/Academics/ELL/default.htm](http://schools.nyc.gov/Academics/ELL/default.htm)
## 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: 

**Rationale:** We have seen that students who have been successful in acquiring academic language and graduating on time are students who are most successful in 9th and 10th grade. Newcomers, the "D" strand, at our school, are among those that are often most at risk for being held back. This past year 82% of our newcomer 10th graders have not been successful on at least one of the required Regents for this grade (Geometry, Living Environment and Global History) and will be attending summer school. They struggle to make sense of some of the dense texts found on some of these exams. 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. They will 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), Writing Revolution, 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.

**Subgroups and grade levels of students to be served:** The funds for Title III will focus on students in the 9th and 10th grades. The majority of these students will be from our D strand with additional ELLs who struggle with literacy and/or are ELLs with disabilities. The majority of the students in the D strand (in 9th and 10th grades) are entering and emerging with thirteen transitional students.

**Schedule and Duration:** Funds for direct instruction will be used for after-school enrichment and our Saturday Academy. Saturday Academy will run from mid October through the end of the school year. The hours of operation for the Saturday program will be from 9:00 to 12:00. After school programs will occur one day per week for one hour from 3:20 to 4:20. The program will occur on Thursdays as this is the day that students do not participate in Physical Education. This program will be supplemented by other funding sources. During this time students will engage in enrichment activities to further their language and content skills. There will be an emphasis on games and communicative activities. Additionally, they will read engaging texts and respond to them. Texts will be chosen for their level of interest as well as how well they support the content of the classroom. Students will be grouped by grade as to better support the content of the grade. In addition to enrichment activities, students will have an opportunity to work on projects to increase their content knowledge. Projects will have a heavy writing focus. Records will be kept by the teacher and attendance will be submitted to the Assistant Principal. Notifications will be sent to parents with translations in Spanish, Bangla, and Arabic. We have staff in-house that can translate.
Part B: Direct Instruction Supplemental Program Information

Language of Instruction: Because of the diversity of our ELL population, all instruction will be given in English.

Number and Types of Certified Teachers
Enrichment programs will be staffed by highly qualified faculty including five ESL certified teachers, two math teachers, and one science teacher. In addition, the two administrators that will be overseeing these programs are also ESL certified and will be working alongside the content teachers. These administrators will rotate duties on Saturdays.

Teacher License Area
Mary Hughes ESL
Karen McMurdo ESL/Social Studies
Jenna Goman ESL
Melida Maldonado ESL
Sarah Peterson Mathematics
Jeff Hamilton Mathematics
Larissa Clark Special Education
Olivia Ramirez Science/bilingual extension
Wanda Dingman ESL/Supervisory
Kirsten Larson ESL/Supervisory

Materials: 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
- independent reading materials for book groups
- ESL textbooks and workbooks that focus on the four language skills
- Math, History and Science textbooks that are adapted for ESL students
- High interest non-fiction books to support the content for all grades
- Bilingual translation dictionaries in the native languages of our students
- IXL mathematical software

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:_____

Rationale: 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.
Part C: Professional Development

Teachers to receive training: All staff members will receive the mandated training required by Part 154; however, there will be additional training for teachers working most closely with the SIFE and new comer populations in the Saturday Academy and After School Programs.

Schedule and Duration: 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 for Title III teachers will be more focused in the first semester to allow teachers to fully incorporate strategies and methodologies earlier in the year. The Principal, Kirsten Larson and the Assistant Principal, Wanda Dingman as well as cirtified ENL teachers (Pat Bernal, Karen McMurdo, Mary Hughes, , Melida Maldonado and Jenna Goman) will provide PD. Sessions will be monthly for one hour. Agendas and attendance will be recorded and available on the Google Drive along with materials provided to the teachers.

In addition, New Visions, the UFT and the Office of English Language Learners offer numerous professional development session throughout the year for both content specific and ESL teachers. Many of our teachers take advantage of these opportunities. We would like to send teachers to similar trainings and use some funding to pay for per diem substitute teachers.

We are working to make sure that all of our content and ESL teachers are trained in the Writing Revolution, Hochman method. Most of our teachers are trained, but the remaining (and new) teachers will be trained early in the 2018-2019 school year. This allows all ELLs to have a consistent writing curriculum.

Topics to be covered: Our PD calendar is divided up into whole group sessions, department sessions and student inquiry. This year we will focus heavily on incorporating the Writing Revolution strategies into the classroom. This will cover sentence development, note taking and outlining. The second area of focus will be vocabulary development of tier 2 words.

Name of Provider: Professional Development will be presented by our Assistant Principal and other members of our ESL department. These staff members are all licensed in ESL. The Writing Revolution workshops are provided by the Writing Revolution and are paid for by an outside funder.

Part D: Parental Engagement Activities

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

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

Begin description here: 

Rationale: 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. It is especially important that parents of ELLs feel comfortable at their child's school. They are often uninformed about the school system and the process of getting their children into college. To this end it is crucial to provide opportunities for the parents to engage in school activities.
Part D: Parental Engagement Activities

Schedule and Duration: Parent workshops will occur three times throughout the year. Each of these sessions will be approximately one and a half hours.

Topics to be covered. The parent coordinator, PTA president and ESL coordinator will create an agenda for a series of workshops for parents of ELLs. There will be a strong focus on the necessity of a college degree and what it takes to attend college. Possible workshops include: high school graduation requirements, an overview to the College Application Process, and the Financial Aid Process. Other topics to be addressed are Bullying and Cyberbullying, citizenship/immigration issues, and the US education system including standardized testing. Parent sessions will be provided by Marble Hill teachers and the college office. Partner organizations (College Board Initiative and iMentor) will also help to facilitate the sessions. 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 we would like to have one event in which we invite members of community groups that support parents to come and present their work to parents. This will be done in a "college fair" format and allow parents to get information about a variety of supports and opportunities.

Agendas and attendance will be recorded and files will be kept with the parent coordinator.

How parents will be notified of these activities:
• 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: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
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<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
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<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $_____

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<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td>______</td>
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<td><strong>TOTAL</strong></td>
<td>______</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>10</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>477</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Marble Hill School International Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Kirsten Larson</th>
<th>Assistant Principal</th>
<th>Wanda Dingman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>type here</td>
<td>Coach type here</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Melida Maldonado</td>
<td>School Counselor</td>
<td>Wendy Garcia</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
<td>Parent</td>
<td>Mauricio Diaz</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
<td>Parent Coordinator</td>
<td>Ignacia Reyes</td>
</tr>
<tr>
<td>Related-Service Provider</td>
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<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>type here</td>
<td>Other (Name and Title)</td>
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</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Category</th>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

| Total number of students in school (excluding pre-K) | 431 | Total number of ELLs | 137 | ELLs as share of total student population (%) | 31.79% |

2018-19 CEP

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Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>DL</td>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Currently we use EdPerformance-Scantron to evaluate the reading levels of our students. The most important information we get from this tool is the lexile levels of our students. We can determine to what degree our ELLs are performing in relation to the lexile levels identified for each grade by the Common Core Standards. This assessment also breaks down individual skills. For example, we can see to what grade level a student can predict a probable outcome in a passage, define vocabulary in context, etc...

   The use of edPerformance data has been critical in our drive to create a reading culture at our schools. The first step is to create an awareness in students of their own lexile level. Our ELL classroom libraries are color coded with stickers indicating lexile level ranges. Students choose books within the appropriate levels to accelerate reading growth. Additionally, teachers use data to group students and determine which texts to use when texts are differentiated.
Additionally, we use teacher created tests and assessments to determine each student's language acquisition progress as well as their progress toward mastery of content.

One of the foundations of our school is project based learning. In each class students complete two projects during the semester. English Language Learners produce the same projects as their peers; however, the projects are scaffolded to promote success for our ELLs. Rubrics are created to identify elements of the projects to be assessed and trends are evaluated at both the individual student and class level.

Additionally, at the end of each semester, students present one project from each class to a teacher in a one to one portfolio presentation. This practice has been instituted to give our students, particularly ELLs, the opportunity to show what they know in an oral manner.

2. What structures do you have in place to support this effort?
During freshmen orientation all students are assessed on their reading using Ed-perfomance. Additionally, all ELLs are given the assessment at the beginning of the year in their ENL class. Lexile levels are distributed to teachers in order to make appropriate material selection.
All portfolio project descriptions and clarifying questions are provided to each teacher on the school-wide drive. This allows all teachers, regardless of their content area, an opportunity to understand the projects and content of each class. Answers to all questions are also provided to the teachers facilitating the student presentation.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
As mentioned earlier, we use Ed-performance assessments at the beginning of the year. Additionally, we assess the students throughout the year to measure reading progress.
At the end of each term every student has a portfolio presentation with a pedagogue to present a project from each of his/her classes. In addition to the presentation of the projects, this one hour interview includes a number of questions about the content of each course. This assessment allows us to identify language acquisition needs as well as content knowledge.
Our school also has a policy of final examinations in each class. Most class examinations have a writing component and are modeled after the Regents examinations if appropriate. In addition, mock regents examinations are given throughout the year to monitor progress.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We employ several intervention if students are not meeting the standards and benchmarks set forth for them. Our first step is to meet individually with the student to determine if there is any issue that we need to be aware of that is impeding progress. Additionally, we hold a conference with the parent/guardian so that they can be informed of any situation. These meetings are generally held with the guidance counselor, assistant principal, principal and/or classroom teachers. Translation services are used when necessary.
Classroom interventions include additional help from paraprofessionals or co-teachers, appropriate groupings with other classmates, materials that are differentiated and scaffolded to meet the students' needs, leveled libraries, structured writing methods and graphic organizers. Most of our teachers have been trained in the Hochman Writing Method. This allows students to see the same writing strategies over multiple classes.
Students may also participate in our outside of class interventions including Saturday Academy, after school tutoring, peer tutoring on Wednesday or Phonetic Awareness class.
We are also fortunate to have a school-based health clinic sponsored by New York Presbyterian Hospital. There are two school psychologists who work with students who are going through traumatic experience. We have found that this is often the
cause of low motivation and progress of some of our ELLs and this service has become very important in the success of our immigrant population.

5. How does your school use 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.]

N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

We use the NYSELAT, all Regents examinations and PSAT/SAT results to evaluate and inform our ELL programs. As we are a college prep school and we would like our English Language Learners to have the same opportunities as their English proficient peers, we take all standardized tests into consideration when making programming decisions at the school.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

At the beginning of the year we have a session with the entire staff for an overview of all data points of the previous school year. Additionally, all information is shared on the school drive. Teachers have access to individual student data on both the drive and on Skedula. Aggregated data can also be found on the shared school drive.

Data is also reviewed with various school teams. The cabinet reviews data to determine if additional programs are needed to meet the needs of the students. Department teams review assessment data to choose materials and amend curricula. The programming team reviews data to determine course offerings and individual student schedules.

Part IV: ELL Programming

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.

To address the needs of all ELLs, Marble Hill has developed a Freestanding ENL program that is comprehensive and rigorous. This Language Allocation Policy for a comprehensive ENL program addresses the development of basic literacy skills through second language learning.

English Language learners are assigned to one of two strands according to levels of English proficiency: entering to transitional and expanding to commanding. This design allows students to receive the New York State-mandated ENL/ELA allotted instruction time based on their proficiency levels.

Fifty percent of the incoming freshmen at Marble Hill are ELLs. Each grade is divided into four groups (strands). Two of the four groups are comprised of ELLs. Although the two ELL groups are divided between the most proficient and least proficient students, the strands tend to be homogeneous. In the 9th and 10th grades the students travel with their strands four days a week. On Wednesdays groups are mixed for advisory and art/music classes.

In the ninth and tenth grades they are given the following courses:
   • An ENL through the content area approach in the Global History classes. This class meets for 6 one hour blocks during the week. The dually licensed ENL/Social Studies teacher uses language acquisition strategies to provide instruction in Global History using a balanced literacy approach. Again, ENL strategies are infused into instruction so
that content is amplified. These teachers have also been trained in the Hochman writing method and have adapted that for use with ELLs.

A self-contained ENL class for the support of ELA content and language acquisition in the beginning and intermediate levels, and for the development of the four language skills, is used as a functional approach to language learning. In these classes, students develop the necessary skills for writing, reading, and word work. At the advanced levels, a literature class is taught as part of the ELA class requirement; and a stand alone ENL class is taught by a licensed ENL teacher to provide simultaneous cognitive and second language acquisition.

• An ENL/ELA course. This course focuses on the major literary components based on the CCSS.

In the 11th and 12th grades students’ schedules are individualized based on the needs of the student. Students are with their strands for ENL class, but all strands are mixed for most content classes. We work on a block schedule and classes range from one to two hours.

• An ENL through the content area approach in the Economics/Government classes. In these classes, the dually licensed ENL/Social Studies teacher uses language acquisition strategies to increase English proficiency while preparing students for college level work in a rigorous social studies class. Many of our commanding students are programmed for these classes.

• A self-contained ENL class for the support of ELA content and language acquisition is given to all ELLs in the eleventh and twelfth grade. These classes are taught by ESL certified teachers.

• We also offer an ENL/ELA class taught by a dually licensed ESL/ELA teacher.

• ENL certified teachers also push in to various math and science courses in the upper grades.

Fifty percent of the incoming freshmen at Marble Hill are ELLs. Each grade is divided into four groups (strands). Two of the four groups are comprised of ELLs. Although the two ELL groups are divided between the most proficient and least proficient students, the strands tend to be heterogeneous. In the 9th and 10th grades the students travel with their strands four days a week. On Wednesdays groups are mixed for advisory and art/music classes.

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)?

At the beginning of each semester the ENL coordinator determines the needs of the students based on their NYSESLAT scores. Students in the ninth and tenth grades are then put into strands based on their needs. Ninth and tenth graders must take one or two additional courses in ELA/English as a New Language aside from the ENL through the content areas classes. Schedules for each individual student in the eleventh and twelfth grades are analyzed by the school counselor and ESL Coordinator to ensure compliance. The Assistant Principal also analyzes the data reports given monthly by the superintendent to identify students who may have been improperly programmed and changes are made to ensure compliance.

Because of the diversity of our population, we do not have HLA. However, Spanish speaking students do have the opportunity to take AP Spanish Language or Literature.

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.

We have a variety of teachers providing services to our ELLs. All instruction at Marble Hill is given in English. We have judiciously programmed teachers so that they may best support our students. Our dually licensed teachers in ESL/Social Studies work in double blocks with our ninth and tenth graders to scaffold material for success in this demanding, heavy text
We also use one of these teachers to give instruction in Economics and Government. These social studies classes use methodologies such as QTEL and the Hochman writing method to support language development. We are working to align all projects to the CCLS. In these classes there is a heavy emphasis on textual analysis and argumentation. In the eleventh and twelfth grades ELLs take US Literature and Composition. These courses are aligned to the CCLS. The courses focus on the development of the listening, speaking, reading and writing skills in English language while addressing literature and literacy. The service providers are qualified ENL teachers.

We also employ ENL licensed teachers to co-teach in upper level math and science classes as needed and available.

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

As mentioned earlier, students at Marble Hill come from a variety of language backgrounds. When possible, we determine the initial literacy level in languages such as Spanish, French, Japanese, Chinese and Bangla with an in house assessment. For many of our lower incidence languages we have very little ability to assess as there are very few resources for assessment. We have many students from Africa who speak languages that are newly written and our students are not literate in them. Spanish speaking students are given the Spanish LAB.

5. **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**

a. **SIFE.**

In order to address the specific needs of Students with Interrupted Formal Education and long-term ELLs, the school has a variety of programs. As part of the school’s extended day program, after-school ENL and ELA tutoring is mandated in order to further develop speaking, listening, reading and writing for students at the beginning levels of English proficiency. Additional tutoring, which focuses on improving reading and writing skills, is available for intermediate and advanced level students. The school’s Saturday Academy offers classes with similar foci. Writing skills are specifically addressed in professional development, networking conferences, and in collaborative planning sessions between teachers. SIFE monies are used for developing our SIFE library, Explorers Club and several book groups.

b. **Newcomers**

Because almost 80% of our students have been in the US for fewer than three years, we have worked very hard to create an instructional plan for newcomers. In 9th and 10th grades students have an extended block in Global History. This allows students more time to absorb the content and focus on reading and writing in the non-fiction genre. 9th grade students must take the Common Core Algebra Regents at the end of their first year. An after-school tutoring program has been put in place for ELLs. Classroom instruction at every level now includes test sophistication so that newcomers know the expectations of the exams and gain confidence. Our newcomers are our most active members of our Saturday Academy. We will continue to push this for our newcomers.

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

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

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

We have a very small number of students who are long term ELLs (4). Generally these are students who have difficulties with literacy. Collaborative learning and scaffolded activities help to promote literacy skills in Long-Term ELLs while allowing them to use their stronger modalities to help them access rigorous content material. Long Term ELLs attend after school and Saturday programs.

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

The first thing we do when the NYSESLAT results come out and a student tests out of ESL, we evaluate to see the extent to
which the student should continue receiving ENL services. If the student continues to struggle in the language, we continue with a full ENL course. If the student is successful they are given an additional course taught by our dually certified ENL/Social Studies teacher. This course may be a social studies or English class. Furthermore, we continue to allow students accommodations on standardized assessments such as the Regents examination. All students are evaluated at the end of each semester to determine the best program for him/her.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Most students with disabilities who are ELLs at our school are in ICT classes. One of the responsibilities of the special education teacher is to find resources appropriate for the ELLs with disabilities. Some resources that are currently used include graphic novel versions texts read in literature classes. Additionally, adapted texts in science and social studies are used. In mathematics we are using IXL which is an online program that is computer adapted. Students can work at their own pace on material appropriate to him/her.

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

7. 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?

At the 9th and 10th grade level we have an ICT class in every major subject area. In the 11th and 12th grade we have ICT classes in math and English for both grades and US History for 11th grade and a mixed grade science course. This allows all ICT students to meet the needs of their IEPs. For the following year we are appealing to get funding for an additional special education teacher. Our special education population is growing and the majority of that population is also ELLs. We schedule special education teachers so that they work primarily with one grade. This allows them to really get to know the students socially and academically. Also, because they are in all of the academic classes, they are able to make interdisciplinary connections and incorporate them when co-planning with the content teachers. Additionally we have a Resource Room for students who need it. Sometimes we will give this in addition to the ICT classes. We also employ six paraprofessionals that work with ELL-SWDs. They speak both Bangla and Spanish. Students are released early on Wednesdays. We have used this time for SWDs to work with their paraprofessionals and/or student mentors on content and skills that they are having difficulty with.

8. 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.

As mentioned earlier, all instruction at Marble Hill is conducted in English; however, we do have bilingual paraprofessionals that help in the classroom (Spanish and Bangla). For the lowest level 9th grade class we also have a bilingual certified teacher that co-teaches the Environmental Science class. In math we use programs such as IXL to meet the students at their level. In Social Studies we have two dually certified teachers who use ENL methodologies in the classroom. Our science teachers for ninth and 10th grade are QTEL trained and use scaffolding to facilitate content knowledge and language acquisition. Additionally, 12 of our teachers have been trained in the Hochman writing method and eight more teachers will be trained in the upcoming year. Two of the administrators hold ESL licenses. They observe all teachers of ELLs and work with them to incorporate strategies for improved language acquisition.

Students also have the opportunity for extra help in content classes through after-school tutoring and Saturday Academy.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We will continue with the programs that we are currently conducting. Improvements for the next year include training more content teachers in the Hochman method. Most English, ENL and Social Studies teachers are using the method and we would like to expand the writing program to more content classrooms.

Next year we would like to strengthen our teacher teams. We have modified our SBO so that twice a week teachers will work on teams on an identified academic focus. For the first term teachers will work to revise and create projects. We will focus on more student engagement and rubrics that are student friendly. Additionally, we would like to improve the reflective component of the projects. The second semester will focus on literacy development in our lowest third. The majority of these students in the lowest third are ELLs.

10. If you had a bilingual program, what was the reason you closed it?
   N/A

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

   Through our Title III grant we have an extensive after school and Saturday academy. Both of these are well attended by ELLs. ELLs are also very active in many of the clubs and sports at the school. Many of our clubs have actually been started by ELLs.

   We have many ELLs who are involved in the campus library and are peer educators with our school-based clinic.

   Through our Title III grant we have an extensive after school and Saturday academy. Both of these are well attended by ELLs. ELLs are also very active in many of the clubs and sports at the school. Many of our clubs have actually been started by ELLs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   Materials used in the classroom include:
   • Laptop carts for individual projects, class work, periodic assessments, or group work. Many teachers have participated in google docs workshops and are incorporating that into the ELL classroom. This allows immediate feedback from teachers as well as other students.
   We have recently purchased a cart of iPads which we are equipping with apps appropriate to ELLs. This has been most useful to our SIFE population.
   • Teacher created power points to support class discussions and group work.
   • Various levels of ENL textbooks and workbooks that focus on the teaching the four language skills through rich content.
   • Math and History books that are adapted for ENL students.
   • High interest books for Independent Reading for all lexile levels present in our school and covering all genres, especially non-fiction to support the other academic subjects.
   • Bilingual translation dictionaries in all the native languages of our students.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Students at Marble Hill come from a variety of language backgrounds which make it difficult to consistently instruct in the Native Language Arts. However, students are encouraged to use their first language in any way that will help them access the material used in classes. This may come in the form of language translation dictionaries or help from classmates with similar language backgrounds. Students who speak Spanish may take AP courses in literature and language.
We have also hired bilingual educational paraprofessionals. They speak Spanish, Bangla and Urdu.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
A great difficulty in working with high school ELLs is finding resources that are low level, but age appropriate. We have gone to great lengths to find materials that are readable, but do not appear to be too juvenile. This includes both text books and literature. We also have a state of the art library on the campus. The librarian is experienced working with ELLs and is accommodating to their needs when choosing resources and delivering lessons.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
We are a co-located school. As mentioned earlier, we have a school-based clinic that is a great resource for all schools. The clinic offers summer internships for students from all schools to train as peer educators. At Marble Hill these students have always been ELLs or FELLs.

The shared library offers many opportunities for our ELLs. There are book clubs throughout the school year with a variety of books at different interest and lexile levels. Additionally, we have several students who volunteer with the librarian.

John F Kennedy has an extensive sports program and ELLs from all the schools are very active on many of the teams.

The Affinity group will be holding several professional development sessions for ENL teachers from the five DOE schools in the building. This will allow teachers from all schools to work together for the betterment of all ELLs in the building. During the spring 2017 semester administrators from four of these schools met to identify areas of interest in regards to ELLs.

16. 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).
ELL students entering from intermediate schools attend an orientation during the spring prior to the first semester at Marble Hill. This allows students to get a glimpse of the culture at Marble Hill. During this orientation we invite ELLs to attend a special four week summer bridge program. Students who do not attend the orientation are contacted by phone, mail and/or their middle school guidance counselor. Every attempt is made to get as many ELLs as possible to attend the summer program. During the summer program students work on literacy and numeracy, as well as general preparations for high school work. They complete two projects (one in math and one in ELA) that are similar to what they will be expected to do when they begin the fall semester.

Students who enroll during the school year are integrated as quickly as possible into our school. They meet with both the guidance counselor and the assistant principal to orient them to the US and our school. Additionally, we pair them with a student mentor, often from the Honor Society to help them adjust. These students are also encouraged to attend our Saturday Academy. At the Academy they can get extra help in any content area. They also have an opportunity to socialize in an environment that is safe and welcoming.

17. What language electives are offered to ELLs?
ELLs and FELLs are given the opportunity to take classes in Italian, Japanese and Chinese. Additionally, Spanish speaking students can also take AP Spanish Language and Literature.

18. 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)?
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 and non-pedagogic staff.) 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?

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

• Many of our teachers are trained in QTEL
• We also have many teachers who are trained in the Hochman Method for writing. Teachers have worked extensively on teams to adapt the method to better serve our population. An additional 8 teachers will be trained over the summer and fall 2017.
• Teachers will be trained on how to create projects aligned to the Common Core State Standards.
• Teachers will be trained on the Inquiry Team process and strategies they are using to help students learn academic language.
• Teachers will be trained on how to differentiate their lessons at monthly departmental and staff development meetings (ongoing throughout year)
• Teachers will be trained on how to use data to help identify strengths and areas in-need-of improvement in their classrooms.

2. 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.

For our teacher of ELLs, we provide PD in house on incorporating scaffolding within projects and class work, QTEL methodologies, the habits of effective readers, writing strategies and formats for various genres of writing, as well as curriculum alignment to the Common Core Standards. This work will be recorded through agendas and attendance of teachers. During PD we also have Professional Learning Communities. Each group chooses an area that they would like to research to further their practice. Areas that teachers of ELLs will be focusing on are increasing independent reading for ELLs, discussion techniques and protocols to increase student questioning.

To comply with the 15% required for all teaching staff, we will focus on strategies that can be used in the ENL classroom. This training will be given in house by trained ENL teachers. These session will also be recorded through agendas and attendance. Before our semi-annual portfolio presentations (all teachers will interview ELLs) we will give the entire staff a session on how to elicit information from ELLs.
### 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. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. To comply with the mandate that the parent of each ELL must have an individual conference at the school to discuss the progress of the student, we sent out an invitation to meet with the ENL coordinator with the continuation of services letter that was sent out at the beginning of the year. As there has been little response to these letters, we will phone parents and send out specific dates for each parent to meet with the ENL coordinator. Additionally, as parents come into the school for other business the ENL coordinator or the guidance counselor meets with the parents. As with all one to one meetings at the school, if there is a need for translation we try for an in house translator. We find that the message is given much more effectively if it is given by someone who understands the school. If this is not possible, we use the translation/interpretation service at the DOE.

### 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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Kirsten Larson, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

## School Name: Marble Hill School for Interna

**School DBN:** 10X477

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirsten Larson</td>
<td>Principal</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Wanda Dingman</td>
<td>Assistant Principal</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Ignacia Reyes</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Jenna Goman</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Mauricio Diaz</td>
<td>Parent</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Jeff Hamilton</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Wendy Garcia</td>
<td>School Counselor</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10  School Name: 477  Superintendent: Juan Mendez

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator?</th>
<th>The LAC was involved in the development of this plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reyes</td>
<td>Ignacia</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akan</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
</tbody>
</table>
### Part A: Preferred Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Families</th>
<th>Percentage</th>
<th>Families</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>12</td>
<td>1.02</td>
<td>12</td>
<td>1.02</td>
</tr>
<tr>
<td>Arabic</td>
<td>8</td>
<td>.68</td>
<td>8</td>
<td>.68</td>
</tr>
<tr>
<td>Bangla</td>
<td>67</td>
<td>5.71</td>
<td>67</td>
<td>5.71</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Cham</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Chinese (any)</td>
<td>4</td>
<td>.34</td>
<td>4</td>
<td>.34</td>
</tr>
<tr>
<td>Ewe</td>
<td>2</td>
<td>.17</td>
<td>2</td>
<td>.17</td>
</tr>
<tr>
<td>Fon</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>French</td>
<td>18</td>
<td>1.53</td>
<td>18</td>
<td>1.53</td>
</tr>
<tr>
<td>Fulani</td>
<td>4</td>
<td>.34</td>
<td>4</td>
<td>.34</td>
</tr>
<tr>
<td>Greek</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Hindi</td>
<td>2</td>
<td>.17</td>
<td>2</td>
<td>.17</td>
</tr>
<tr>
<td>Indonesian (aka Bahasa)</td>
<td>2</td>
<td>.17</td>
<td>2</td>
<td>.17</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
<td>.34</td>
<td>4</td>
<td>.34</td>
</tr>
<tr>
<td>Mandinka</td>
<td>2</td>
<td>.17</td>
<td>2</td>
<td>.17</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>.17</td>
</tr>
<tr>
<td>English</td>
<td>637</td>
<td>54.31</td>
<td>640</td>
<td>54.56</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Spanish</td>
<td>398</td>
<td>33.93</td>
<td>397</td>
<td>33.84</td>
</tr>
<tr>
<td>Soninke</td>
<td>2</td>
<td>.17</td>
<td>2</td>
<td>.17</td>
</tr>
<tr>
<td>Tonga</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Twi</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>Wolof</td>
<td>1</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

**Spanish**

### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Newsletter</td>
<td>October, January, March</td>
<td>Items are translated into Spanish by our parent coordinator.</td>
</tr>
<tr>
<td>School Regulations (e.g. dress code, cell phone policy)</td>
<td>At new student orientations, beginning of year and as needed with incoming students</td>
<td>These documents are already translated into Spanish.</td>
</tr>
<tr>
<td>Emergency Contact Forms</td>
<td>Beginning of year and as needed with incoming students</td>
<td>These documents are already translated into Spanish.</td>
</tr>
<tr>
<td>Continuation of Services</td>
<td>September</td>
<td>We use the translated copies from the DOE.</td>
</tr>
<tr>
<td>Parent Meeting Notices</td>
<td>On going</td>
<td>In house staff translates into Spanish and Bangla.</td>
</tr>
<tr>
<td>College information</td>
<td>On going</td>
<td>Items are translated into Spanish by our parent coordinator.</td>
</tr>
<tr>
<td>Event Fliers</td>
<td>On going</td>
<td>In house staff translates into Spanish and Bangla.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Translation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum night</td>
<td>September</td>
<td>We have translation equipment for three different languages to happen simultaneously.</td>
</tr>
<tr>
<td>Parent/Teacher conferences</td>
<td>November and March</td>
<td>If we do not have staff on hand to translate we use the DOE translation service.</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>First Saturday of each month</td>
<td>We have translation equipment for three different languages to happen simultaneously.</td>
</tr>
<tr>
<td>College Informational Sessions:</td>
<td>September, November</td>
<td>We have translation equipment for three different languages to happen simultaneously.</td>
</tr>
<tr>
<td>FAFSA meetings</td>
<td>December</td>
<td>We have translation equipment for three different languages to happen simultaneously.</td>
</tr>
<tr>
<td>Open Houses for prospective students:</td>
<td>October, November</td>
<td>We have translation equipment for three different languages to happen simultaneously.</td>
</tr>
<tr>
<td>ELL information sessions</td>
<td>September and on going</td>
<td>We have translation equipment for three different languages to happen simultaneously.</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>New Student/Parent orientation</td>
<td>June</td>
<td>We have translation equipment for three different languages to happen simultaneously.</td>
</tr>
<tr>
<td>Registration of new students</td>
<td>on going</td>
<td>If we do not have staff on hand to translate we use the DOE translation service.</td>
</tr>
<tr>
<td>Educational Planning Meetings</td>
<td>on going</td>
<td>If we do not have staff on hand to translate we use the DOE translation service.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>on going</td>
<td>If we do not have staff on hand to translate we use the DOE translation service.</td>
</tr>
<tr>
<td>ELL progress meetings</td>
<td>on going</td>
<td>If we do not have staff on hand to translate we use the DOE translation service.</td>
</tr>
<tr>
<td>Phone correspondence with teachers and parents</td>
<td>on going</td>
<td>If we do not have staff on hand to translate we use the DOE translation service.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Our school uses a phone messenger for mass communication to families. This messenger translates into five different languages.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our Language Access Coordinator attends all informational sessions provided by the Department of Education. Additionally, all staff is informed of the translation services that are available both over the phone and in person. Information for Over the Phone Interpretation Services are prominently posted in all offices in the school.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)
The Parents’ Guide to Language Access is distributed to parents as their students are registered at the school. This information is also relayed at parent events such as the ELL Informational sessions at the beginning of the year and the monthly PTA meetings.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.