



**MOTT HALL HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (05M304)**

**ADDRESS: 6 EDGECOMBE AVENUE, NEW YORK, NY 10030**

**TELEPHONE: (212) 690-5501**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 05M304      **SCHOOL NAME:** Mott Hall High School

**SCHOOL ADDRESS:** 6 Edgecombe Avenue, New York, NY10030

**SCHOOL TELEPHONE:** (212) 690-5501      **FAX:** (212) 690-5047

**SCHOOL CONTACT PERSON:** \_\_\_\_\_ **EMAIL ADDRESS:** \_\_\_\_\_

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jill Cannon

**PRINCIPAL:** Grace Villalona

**UFT CHAPTER LEADER:** Jarrall Blount

**PARENTS' ASSOCIATION PRESIDENT:** Valerie Samuel

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Kafela Craft

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 05      **CHILDREN FIRST NETWORK (CFN):** 305

**NETWORK LEADER:** Joanne Mejias

**SUPERINTENDENT:** Geraldine Taylor-Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Grace Villalona	*Principal or Designee	
Jarrall Blount	*UFT Chapter Chairperson or Designee	
Valerie Samuel	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marcus Lopez	DC 37 Representative, if applicable	
Kafela Craft	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Mott Hall High School (MHHS) was founded in September 2004 with the help of Replications, Inc., a nonprofit organization dedicated to the creation of successful new, small schools. Mott Hall High School is based on the essential principles that helped to establish Mott Hall, Mott Hall II, and Mott Hall III Middle Schools. These principles, which provided the framework for the development of each of the middle schools into exceptional academic institutions, have been adapted to support the needs of the adolescent on the high school level.

The founding principles are also used to steer the academic and social climate of Mott Hall High School. MHHS staff members are aware of and are actively involved in the schools' commitment to create a culture that values lifelong learning. To this end, the school's instructional program is designed to provide students with the knowledge base, attitudes, and competencies they need to pursue higher learning and become productive members of the work force.

MHHS values the importance of developing the students' character as a vital part of the transition into adulthood and their evolution as tomorrow's leaders. Mott Hall High School has defined respect, responsibility, honesty, integrity, compassion, generosity, and fairness as essential elements of a sound character. The staff and students are expected to adhere to these essentials.

Mott Hall has completed its 6<sup>th</sup> year since opening in September 2004. The school is one of the three schools in the Percy Sutton Educational Campus. As one of the three schools, MHHS shares the gymnasium, auditorium and cafeteria space with other school in the building. MHHS has approximately 400 students enrolled in grades 9 through 12.

In June 2010 Mott Hall High School graduated its first cohort with a 74.2% graduation rate. The school was rated "proficient" during its May 2010 School Quality Review. The instructional framework includes

- Data Driven Instruction
- Student Engagement
- Academic Rigor
- Differentiation of Instruction

The above initiatives are supported through ongoing internal and external professional development. MHHS is committed to ongoing augmentation of teacher quality and development. Consequently, our internal structures encourage teacher leadership and collaboration in the forms of daily common planning periods and professional development based on teacher request and observations. In addition, the school has the CFN support team who provides teachers with ongoing professional development and instructional support. Staff members are sent on a weekly basis to offsite professional development sessions provided by CFN and DOE instructional specialists.

MHHS has strong relationships with several Community Based Organizations (CBO) that support the initiatives goals and school vision. CCNY Urban Scholars, CUNY College Now and College for Every

Student (CFES) assist students in obtaining the competencies they need to pursue higher learning. Peer Mentoring, Brother Hood/Sister Sol, YMCA and CFES provide the impetus for students' character development and the leadership opportunities that students need to realize the goal of being tomorrow's leaders.

### SECTION III – Cont'd

#### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Mott Hall High School				
<b>District:</b>	05	<b>DBN #:</b>	05M304	<b>School BEDS Code:</b>	310500011304

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					87.3	87.7	88.5		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.2	98.4	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					62.7	61.3	73.3		
Grade 8									
Grade 9	126	134	132	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	113	117	116	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	86	75	59		1	4	3		
Grade 12	86	79	97						
Ungraded	3	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	414	405	404		10	4	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes	0	0	0				
No. in Collaborative Team Teaching (CTT) Classes	44	46	4	Principal Suspensions	6	32	12
Number all others	4	11	13	Superintendent Suspensions	7	5	5
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	28	27	22	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	4	4	6	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	28	27	23
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	5	6	4
(As of October 31)				Number of Educational Paraprofessionals	1	2	4
	15	12	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)				% fully licensed & permanently assigned to this school	90%	96%	96%
American Indian or Alaska Native	0.3	0.0	0.0	Percent more than two years teaching in this school	21.4	22.2	88%
Black or African American	30.3	33.6	32.9	Percent more than five years teaching anywhere	14.3	40.7	80%
Hispanic or Latino	65.0	62.3	63.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	0.5	0.5	Percent Masters Degree or higher	68.0	78.0	68%
White	3.1	2.2	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.4	98.7	80%
Multi-racial							
<b>Male</b>	51.4	49.4	49.0				
<b>Female</b>	48.6	50.6	51.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  No  If yes, area(s) of SURR identification:

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	Pending
	Math:		Math:	Pending
	Science:		Grad. Rate:	74.2%

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				✓	✓	77.0%	78.0%
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				✓	✓		
Hispanic or Latino				✓	✓	80.0%	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient				✓	✓		
Economically Disadvantaged				✓	✓	76.0%	
<b>Student groups making AYP in each subject</b>				5	5		

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)**

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	C	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	51.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	4.8	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	30.4	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	1.0	Quality Statement 5: Monitor and Revise	Underdeveloped w/ Proficient Features
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

ARIS	ATS Reports	Acuity
School Quality Review (SQR)	Snapgrades	Teacher/Dept. Assessment
Progress Report Card	Students Learning Styles	Credit Recovery
Item Analysis	Inquiry Team Data	Learning Environment Survey
Periodic Assessment	Scholarships Reports	CAP

**The following student performance trends were identified by Mott Hall High School:**

- Increase the percentage of students earning 10+ credits in their first year at Mott Hall. Also increase the percentage of students in lowest third earning 10+ credits per year.
- Less than 70% pass rate in NYS Regents Science, U.S History and Global History Examinations.
- According the school's 2009-2010 Learning Environment Survey the school needs to improve the scores in the areas of communication and engagement.
- The 2009 -2010 SQR indicates the school's need to improve in the following areas:
  - a. Implement a system with benchmarks for assessing student progress. A tracking tool needs to be utilized to easily identify which students are making or not making suitable progress.
  - b. Utilize the common planning time to engage faculty in collaborative inquiry work to improve pedagogy. Teacher should engage in select group of students to collaborate on specific strategies within their classrooms to address student skill deficiency and address their efficacy.
  - c. Greater consistency in differentiation of instruction, based on data, so that lesson planning reflects grouping, differentiated activities and questioning that maximizes student learning.
  - d. Develop a comprehensive system of communication that engages parents and raise the frequency and quality of home-school communication.
  - e. Utilization of ARIS to track student performance and the online student performance report system to provide parents and students of progress.

- f. Establish a comprehensive system with clearly defined roles and responsibilities to ensure parents receive regular information in order to collaborate successfully with the school to support student learning.
- MHHS's averaged attendance rate of 88.5% for the school year 2009-2010 showed an increase rate from the previous year. However, this rate falls below the school's goal for achieving an attendance rate of 90% or better.

**The school has identified the following as its greatest accomplishments:**

- Successfully prepared our graduates to exit high school with post-secondary options. The graduation rate for the school year 2009-2010 was 75.3%.
- The school has successfully partnered with College for Every Student (CFES) to promote college awareness and increase college attendance.
- Student programs were individualized to meet student instructional needs.
- The percentage of students earning 10+ credits in the first year for 2009-2010 was 88.9%.
- Had an overall attendance of 88.5% for the school year.
- Brought the school into compliance by:
  - Integrating the use of HSST to individualize student programs and to generate student data
  - Adopting the CAASS system to more efficiently monitor attendance, generate attendance reports, and letters to parents
  - Implementing period attendance
  - Improving communication with parent through the use of Snapgrades, School Messenger, Regular Attendance Letters, and the SLT committee
  - Programming a co-teaching in CTT course with general and special education teachers
  - Transitioning ELL students from CTT class into general education classes. ELL teachers uses the pull out model to meet the needs of English language learners
- Added Credit Recovery courses to ensure students recover credits in classes they were not successful
- Established a UFT Teacher Center to encourage and support faculty pedagogical growth
- Teachers are provided multiple opportunities to attend off-site professional development with the school's CFN Team.
- Continuation of the Multicultural Music Program that offers band and music theory courses to students during the school day and after school.
- Collaborated with community based organizations to provide avenues of intervention (Columbia Presbyterian, Sister Sol/The Brotherhood), enrichment (Apollo Theater, Multicultural Music Group, Young Playwrights Inc., Dance Theater of Harlem, YMCA) and college preparedness (Urban Scholars, College Now, CFES).
- Worked in partnership with City University of New York City College's *Urban Scholars Program* and *College Now Program* to provide early college awareness, bridge courses, and college level courses for students.

**The school leadership team has identified the following as MHHS's most significant aids or barriers to the school's continuous improvement:**

- MHHS most significant aids to the school's improvement are:
  - Intellectually curious and proactive student body

- Experienced educators/teacher trainers in leadership positions
  - A literacy coach
  - Ongoing professional development support for teachers via administration and CFN members
  - Two deans, school social worker, and two guidance counselors
  - Small school environment where most members of the faculty knows all of the students
  - Active Intervention Team comprised of key support staff (social worker, special education coordinator, guidance counselors, attendance teachers, etc).
  - The use and availability of technology (laptops, smart boards, LCD projectors, overhead projectors, etc).
- MHHS barriers are:
    - School lack of experience with recording and retrieving data electronically (HSST, CAASS, Period Attendance).
    - Space limitations – School occupies one floor with 15 classrooms.
    - Teaching staff with less than 5 years experience
    - The school does not have a dedicated school programmer
    - Increased enrollment of students with greater academic and social needs
    - Cafeteria with limited capacity to accommodate student body
    - Fixed lunch time and gym availability
    - Limited bilingual staff to serve the large number of bilingual students

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. **Increase the overall attendance rate for students.** Look beyond the traditional methods of improving attendance by trying different strategies and following up. Data indicates that the school-wide daily average is about 87%. We will aim for to increase attendance by 3% by June 2011.
  
2. **Utilization of data to drive instruction.** Teachers will receive updated student data to be analyzed in order to know their students at an individual level to better design instruction to encourage and support students to pass content area classes and New York State Regents Examinations and/or RCTs.
  
3. **Differentiated teacher professional development.** Provide individualized professional development based on differentiated needs of staff, focusing on raising the level of academic rigor in the classrooms and improving teacher questioning technique around higher-order thinking questions.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 all Mott Hall High School 2007 Cohort students will pass the NYS Integrated Algebra Regents Examination.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Mathematics teachers will engage in weekly common planning meetings to discuss and implement individualized action plans for each student that needs to pass the Math Regent Exam.</li> <li>• Throughout the 2010-2011 school years, mathematics teachers will use diagnostic tools such as Acuity and mock Regents Exams to monitor and measure the progress of the students scheduled for the Math Regents.</li> <li>• Teachers will participate in professional development activities that focus on student data analysis and differentiated instruction. Data analysis and differentiated instruction workshops will be facilitated by administration and CFN members.</li> <li>• Tutoring will be offered Monday thru Thursday from 2:35 – 4:35 and during Saturday Academy from 9:00 – 12:00.</li> <li>• Credit Recovery classes will be offered Monday thru Thursday from 3:35 – 4:35.</li> <li>• Integrated Algebra teachers will work together to generate standard-based lessons and materials and will direct students to use, <a href="http://www.highschoolace.com">www.highschoolace.com</a>, a resource website for additional support.</li> <li>• Provide students with explicit instruction on the use of scientific calculators whenever relevant.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• C4E funding will be used to support teacher quality and guidance counselor per session for programming, planning and outreach.</li> <li>• Tax Levy funds will be used for per session for tutoring, Saturday Academy, Credit Recovery and pull out during regular school hours.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Acuity results.</li> <li>• January and June 2011 Integrated Algebra Regents Examination results.</li> <li>• In class unit assessment and final examination.</li> <li>• Math classes increased passing percentages.</li> </ul>

### SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ELA/ESL

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the pass rate of English Language Learner students on the NYS US History Regents examination. By June 2011, the number of ELL students who pass the NYS US History regents will increase by 10%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• All teachers will engage in differentiated instructional strategies.</li> <li>• ESL teacher will provide ELL students with additional instruction support via a pulling out and/or pushing into core cores.</li> <li>• AIS support will be given to students via an extended day program designed to provide direct instruction and regent exam support.</li> <li>• The ESL teacher will become QTEL certified and provide professional development support to classroom teachers.</li> <li>• A series of QTEL workshops will be offered to classroom teachers during common planning.</li> <li>• Classroom teachers will be trained on how to use student assessment data to drive</li> </ul>

	<p>classroom instruction.</p> <ul style="list-style-type: none"> <li>• Teachers will participate in professional development activities that focus on student data analysis and differentiated instruction. Data analysis and differentiated instruction workshops will be facilitated by administration and CFN members.</li> <li>• Tutoring will be offered Monday thru Thursday from 2:35 – 4:35 and during Saturday Academy from 9:00 – 12:00.</li> <li>• Credit Recovery classes will be offered Monday thru Thursday from 3:35 – 4:35.</li> <li>• ELA/ESL teachers will work together to generate standard-based lessons and materials and will direct students to use, <a href="http://www.highschoolace.com">www.highschoolace.com</a>, a resource website for additional support.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The school’s Title III allocation will be used to fund the extended day program for ELL students (teacher per session and the purchase of curriculum materials and professional development contracts).</li> <li>• The tax levy allocation will be used to pay for the ESL teacher</li> <li>• The Title I and Tax Levy allocations will be used to support teacher quality via professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase pass rate on the New York State US History Regent Examination.</li> <li>• Increase in the number of students who pass the US History course.</li> <li>• Increased performance on the teacher created interim assessments</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students passing the NYS Living Environment Regent Examination by 5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Have Science teachers work together to ensure the curriculum is aligned to the NYS standards and lesson planning. Administration will provide teachers with individualized professional development in the areas of need or concern.</li> <li>• The CFN Team Members will support teacher quality. They will work with teachers in need of instructional support.</li> <li>• After school tutoring, Saturday Academy and pull out during regular school hours.</li> <li>• Students will be given a mid-point mock Living Environment regent exam to track progress.</li> <li>• AP of Curriculum and Instruction will work closely with science teachers to align lessons, so that key concepts and critical thinking strategies are taught.</li> <li>• CCNY’s Urban Scholars will provide students with after school regents preparation tutoring.</li> <li>• The school’s inquiry team will conduct an item analysis to focus on areas of greater needs. Instructional strategies will be implemented to increase students pass rate.</li> <li>• Teachers will participate in professional development activities that focus on student data analysis and differentiated instruction. Data analysis and differentiated instruction workshops will be facilitated by administration and CFN members.</li> <li>• Tutoring will be offered Monday thru Thursday from 2:35 – 4:35 and during Saturday Academy from 9:00 – 12:00.</li> <li>• Credit Recovery classes will be offered Monday thru Thursday from 3:35 – 4:35.</li> <li>• Science teachers will work together to generate standard-based lessons and materials and will direct students to use, <a href="http://www.highschoolace.com">www.highschoolace.com</a>, a resource website for</li> </ul>



<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• All teachers will engage in differentiated instructional strategies.</li> <li>• Students will receive additional individualized instructional support via pull out, extended day and Saturday Academy.</li> <li>• Teachers will be trained on how to use student assessment data to drive classroom instruction.</li> <li>• Teachers will participate in professional development activities that focus on student data analysis and differentiated instruction. Data analysis and differentiated instruction workshops will be facilitated by administration and CFN members.</li> <li>• Tutoring will be offered Monday thru Thursday from 2:35 – 4:35 and during Saturday Academy from 9:00 – 12:00.</li> <li>• Credit Recovery classes will be offered Monday thru Thursday from 3:35 – 4:35.</li> <li>• Social Studies teachers will work together to generate standard-based lessons and materials.</li> <li>• Teachers will direct students to use <a href="http://www.highschoolace.com">www.highschoolace.com</a>, a resource website for additional support.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The tax levy allocation will be used to pay for per session activities and pull out.</li> <li>• The Title I and Tax Levy allocations will be used to support teacher quality via professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase pass rate on the New York State US History and Global Studies Regent Examination.</li> <li>• Increase in the number of students who pass Social Studies classes.</li> <li>• Increased performance on the teacher created interim assessments.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics, Science, Social Studies, Foreign Language, Physical Education and Art.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the overall attendance rate for students by 5% by June 2011.</p> <ul style="list-style-type: none"> <li>▪ Mott Hall High School’s attendance rate will increase to 90% or better during the 2010/2011 school year.</li> <li>▪ Mott Hall High School’s tardy rate will decrease by 5% or more during the 2010/2011.</li> <li>▪ Reduce the number of LTA students by 5%</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The school will focus on the implementation and better use of attendance monitoring systems such as CAASS and ATS</li> <li>• Staff members will call on a daily basis to inform parents and to urge them to send their child to school.</li> <li>• Counselors will meet with parents to devise a plan to help their child improve daily attendance and/or lateness.</li> <li>• The data gathered from both CAASS and ATS reports will be used to generate parent letters to notify them of poor attendance, lateness and cutting patterns.</li> <li>• Teachers and guidance counselors will continue to contact parents when a student is absent for three consecutive days. A form was generated to document efforts.</li> <li>• The school will meet with the attendance committee, on a weekly basis to study, discuss and propose solutions for student attendance, lateness and cutting problems.</li> <li>• Attendance incentives such as awards or special privileges for the grade with the highest monthly, attendance percentage.</li> <li>• In addition to daily telephone calls, School Messenger will be used to notify parents when students are late or absent from school. Messages will be sent via the telephone in both English and Spanish.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Tax levy funding will be used to purchase general supplies needed for CAASS system.</li> <li>• The attendance teacher to make home visits to LTA students. School will use tax levy funding to pay for evening and weekend home visits.</li> <li>• The school social worker will provide support to families. This position was funded with both Title I and Tax Levy allocations.</li> <li>• Funding will be allocated for translations of written and verbal (for School Messenger) correspondence to parents.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Evidence that we have met our objective in meeting this goal will come in the form of an increase in the overall student attendance rate to 90% or better. The overall tardy rate will also be reduced by 10% for the 2010/2011 school year.</li> <li>• Staff members and the attendance committee will use ATS and CAASS reports to monitor our progress towards meeting this goal.</li> </ul>

**Subject/Area (where relevant):** Parent/Family Involvement and Communication

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To improve and strengthen parent/family involvement and communication.</b> By June 2011, attendance at PA sponsored meetings and activities will increase by 5%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• The parent coordinator will organize parent-informational events such as college requirements, financial aid, and community resources.</li> <li>• The parent coordinator will communicate with parents via phones, newsletter and emails.</li> <li>• Parent coordinator will work with community partnerships to provide parents with incentives to participate in school-based activities</li> <li>• School will work to improve communication with parents through the creation of a school website, Snapgrades, School Messenger, teacher phone calls and mailings.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy allocations will be used to fund Snapgrades and School Messenger. This allocation will also fund the Parent Coordinator position.</li> <li>• 1% of the Title I SWP allocation will be set aside for parent involvement activities.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Success will be evident by a 5% increase in the number of parents signing attendance sheets during school events.</li> <li>• Parent workshop evaluation forms.</li> <li>• Increase in the number of Parents polled on the communication as per the Learning Environment Survey.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	24	06	51	10	24	0	24	0
10	12	50	29	44	19	0	19	0
11	27	12	51	47	04	0	04	0
12	31	12	115	93	07	0	07	0

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• School wide reorganization of instructional and classroom practices.</li> <li>• Professional Development for ELA teachers that address the needs of students at risk.</li> <li>• CFN members will work with teachers in small group for strategies and techniques development.</li> <li>• Summer School Program s in Writing and ELA Standards based tasks</li> <li>• Emphasis on data to support instruction.</li> <li>• Use of ACUITY and ELA Predictive to assess skills and plan instruction.</li> <li>• Integration of technology to support instruction and learning of ELA skills.</li> <li>• Differentiated instruction to support the multiple learners, during the school day.</li> <li>• After school tutoring and Saturday Academy for Writing and Literacy skills enhancement.</li> <li>• Pull out during the school day, two times per week, to provide additional support.</li> <li>• Established liaison with City College to provide after school tutoring service for at risk ELA students.</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified students.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• School wide reorganization of instructional and classroom practices.</li> <li>• Professional Development for Math teachers that address the needs of students at risk.</li> <li>• CFN members will work with teachers in small group for strategies and techniques development.</li> <li>• Use of ACUITY and Math Predictive to assess skills and plan instruction.</li> <li>• Integration of technology to support learning of Math skills.</li> <li>• Summer School Program s in Integrated Algebra standards based tasks.</li> <li>• Differentiated instruction to support the multiple learners, during the school day.</li> <li>• After school tutoring and Saturday Academy for Mathematical skills enhancement.</li> <li>• Established liaison with City College to provide after school tutoring service for at risk Math students.</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified Students.</li> <li>• Pull out during the school day, two times per week, to provide additional support.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Professional Development for Science teachers that address the needs of students at risk.</li> <li>• Increased Inquiry Based instructional activities in science classes.</li> <li>• CFN members will work with teachers in small group for strategies and techniques development.</li> <li>• Integration of technology to support learning of Science skills.</li> <li>• After school tutoring and Saturday Academy for Science skills enhancement and required LAB instruction and</li> </ul>

	<p>guidance.</p> <ul style="list-style-type: none"> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified students.</li> <li>• Pull out during the school day, two times per week, to provide additional support.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• School wide reorganization of instructional and classroom practices.</li> <li>• Professional Development for Social Studies teachers that address the needs of students at risk.</li> <li>• Reorganization of Social Studies sequence to meet needs of students at risk.</li> <li>• Increased utilization of cartoons, and primary Source documents to support visualization of content.</li> <li>• Integration of technology to support learning of Social Studies skills.</li> <li>• Summer School Programs in US and Global History.</li> <li>• Pull out during the school day, two times per week, to provide additional support.</li> <li>• Differentiated instruction to support the multiple learners, during the school day.</li> <li>• After school tutoring and Saturday Academy for US History and Global Studies skills enhancement.</li> <li>• Established liaison with City College to provide after school tutoring service for at risk Social Studies students.</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified students.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Work closely with NY Presbyterian Hospital making referrals as needed.</li> <li>• Behavior Modification plans implemented as needed.</li> <li>• Increased Parental outreach by counselors and social worker for AIS students.</li> <li>• All at risk students in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade meet with counselor once per week during the day and/or after school.</li> <li>• Mandated special need students meet with counselor and Social Worker as per IEP mandates.</li> <li>• Guidance counselors meet with principal once per week to review services to identified AIS students.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Two day itinerant psychologist meets with mandated IEP students as per their IEP counseling schedule.</li> <li>• At risk and highly emotional students meet with psychologist as per referral from administration.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Most at risk and highly emotional students assigned to social worker for individual and group counseling once a week.</li> <li>• Highly emotional students meet once or twice a week during school day with social worker.</li> <li>• At risks and emotional students meet with lead social worker once a week or by referral after school.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• DOH health provider provides health-related services once a week on Fridays.</li> <li>• School health aide provider provides health related service to at risk students during the day.</li> </ul>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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### **MOTT HALL HIGH SCHOOL LANGUAGE ALLOCATION POLICY 2010-2011**

**Team:** Grace Villalona, *Principal IA*  
Rhonda Morgan, *Assistant Principal*  
Glenn Raysor, *Assistant Principal*  
Ana Vargas, *Guidance Counselor*  
Amelia San Jorge, *Guidance Counselor*  
Mary Anne Grammer, *Special Education Coordinator*  
Suleika Dotel, *ELL Coordinator*  
Maritza Santana, *Spanish Teacher*  
Claire Zaglauer, *Math Teacher*  
Valerie Samuels, *Parent Coordinator*

#### **Overview of Mott Hall High School**

Mott Hall High School, which is part of the Community Learning Support Organization, was founded in September 2004 with the help of Replications, Inc., a nonprofit organization dedicated to the creation of successful new small schools. Located in Harlem, New York, Mott Hall High School is based on the same essential features that have helped to established Mott Hall, Mott Hall II, and Mott Hall III among some of the most successful middle schools in the New York City. We are committed to making our students into lifelong learners and independent thinkers that are motivated by the pursuit of academic excellence, cultural experience and social responsibility.

#### **ELL Demographics**

Mott Hall High School is comprised of 405 students. There are currently 26% ELL students comprising approximately 6% of the population. There are twenty-two native Spanish speaking ELLs, three French speakers and one student who speaks Serbian Croatian. Six students have been receiving services for 3 years or less with two of these students being classified as Students with Interrupted Formal Education (SIFE), and 1 in special education. Nine students have been receiving services for 4-6 years with four of these students classified SIFE, and 2 in special education. Eleven students are classified as long-term ELLs who have been receiving services for more than 6 years. None of these students are classified as SIFE and 4 are receiving special education services. Thus, our total SIFE population is 6 students and there are a total of 6 ELL’s receiving special education services.

### **ELL NYSESLAT Proficiency Analysis**

According to the 2010 (or students' most recent) NYSESLAT score, our LEP students have been assessed to be at an English language proficiency level as follows: 5 beginners, 12 intermediate and 9 advanced students.

Table 2: *The breakdown by grade of the above data is in the table below:*

	<b>9<sup>TH</sup> GRADE</b>	<b>10<sup>TH</sup> GRADE</b>	<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>
<b>NUMBER OF ELLS</b>	9	11	3	3
<b>NATIVE LANGUAGES</b>	<b>Spanish:</b> 7 students <b>French:</b> 1 student <b>Serbian Croatia:</b> 1 student	<b>Spanish:</b> 9 students <b>French:</b> 2 students	<b>Spanish:</b> 3 students	<b>Spanish:</b> 3 students
<b>ENGLISH PROFICIENCY LEVELS</b>	<b>Beginner:</b> 3 students <b>Intermediate:</b> 3 students <b>Advanced:</b> 3 students	<b>Beginner:</b> 2 students <b>Intermediate:</b> 7 students <b>Advanced:</b> 2 students	<b>Beginner:</b> 0 students <b>Intermediate:</b> 2 students <b>Advanced:</b> 1 student	<b>Beginner:</b> 0 students <b>Intermediate:</b> 0 students <b>Advanced:</b> 3 students

### **Teacher Qualifications**

Mott Hall High School has two New York State certified ESL teachers. They provide instructional support and share content-based ESL teaching methodologies with subject-area teachers of the school's ELLs.

### **Parent Program Choice**

The following identification and assessment instruments to determine ELL eligibility are completed within ten days as per CR Part-154

#### Home Language Identification Survey

At enrollment, a licensed pedagogue meets with parents and an informal oral interview is performed in the parent native language to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in nine languages—that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identification process.

Three Programs that support ELL Achievement: Being able to inform parent of the features of the three ELL program models and how they differ is essential to helping parents make informed choices:

1. *Freestanding ESL Program.* Students in free standing ESL receive all instruction in English with native language support. Programs provide instruction in English, emphasizing English-language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible.
2. *Transitional Bilingual (TBE) Program.* Programs are designed so that students develop conceptual skills in their native language as they learn English. A TBE program includes English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. Also, TBE programs include a Native Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student's home language while cultivating an appreciation of his or her history and culture.
3. *Dual Language Program-* programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. This program is designed to continue developing ELLs' native language, as well as English language skills, throughout schooling while helping monolingual English-speaking students become bilingual. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language.

#### New York State English as a Second Language Achievement Test (NYSESLAT).

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Before the beginning of the next school year, parents are notified of the NYSESLAT outcomes and program eligibility. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELL score at or above proficiency are no longer entitled to ELL services through state funding and can enter all English monolingual classes. However, parents of student who participate in Bilingual Education programs can decide whether or not their child should continue, despite Entitlement status. Students who transition to all English monolingual classes can receive Bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

#### Enrollment Process:

At enrollment, the ESL coordinator or the guidance counselor meets with parents and an informal oral interview is performed in the parent native language to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identification process. Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment as per CR-154, which is a test that establishes the student's English proficiency level. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs.

### Parent Choice:

An Entitlement letter in the student's home language is sent home in the beginning of the year. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences throughout the school year if they are unable to attend the formal orientations. These Parents sessions both formal and informal are conducted by the ESL Coordinator. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two.

### Consecutive grade levels

If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year. After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed.

### Parent Related Documents:

Because ELL parents often speak a language other than English, Mott Hall High School uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Group orientations are offered continuously throughout the year in a number of ways, including one-on-one meetings, phone conversations, and district presentations, through informational packets. Guidance counselors, ESL Coordinator, IEP Coordinator, Social Worker, parent coordinator and others designated work closely with administration to deliver information to ELL parents in a timely manner.

### Trend in Program Choices:

In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. Within the last two years we have had four newly enrolled ELLs entitled to services and all of the parents chose to place their child into the ESL program. However, should parent selection change, Mott Hall will continue to follow the CR 154 and provide ELL students with the proper program as mandated.

### Assessments Analysis

*New York State English as a Second Language Achievement Test (2009 or most recent)*

**NYSESLAT Results**

		<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Listening and Speaking</b>	<b>Beginner</b>	1	2	0	0
	<b>Intermediate</b>	0	1	0	0
	<b>Advanced</b>	2	1	1	1
	<b>Proficient</b>	6	7	1	2
<b>Reading and Writing</b>	<b>Beginner</b>	3	1	0	0
	<b>Intermediate</b>	3	8	0	0
	<b>Advanced</b>	3	2	1	2
	<b>Proficient</b>	0	0	0	1

*New York State Regents Exams*

The Regents exams at Mott Hall High School have only been given in English, as according to student's preference since their primary instruction was given in English.

**New York State Regents Exams**

<b>REGENTS EXAM</b>	<b>Number of ELLs Taking Test</b>	<b>Number of ELLs Passing Test</b>
<b>Comprehensive English</b>	0	0
<b>Math A</b>	10	4
<b>Earth Science</b>	5	0
<b>Living Environment</b>	7	0
<b>Global History and Geography</b>	2	0
<b>US History and Government</b>	4	1
<b>Spanish/ French</b>	10	10

In analyzing the assessment tools the results imply that our ELL's English language proficiency is limited primarily in reading and writing skills as opposed to listening and speaking. Since the majority, about 75% of the ELL's at our school have received ESL services for more than 4 years, they have been able to acquire the verbal skills needed for English fluency however they are lacking the comprehension and reading skills needed for

proficiency. The focus of ESL services this year will be placed on developing ELL academic English skills, particularly in the areas of reading and writing. Instruction will focus on building ELL literacy skills through the use of reading comprehension strategies, building academic vocabulary and text decoding.

The data also indicates that the ELLs are achieving a low overall Regents pass rate score. ELL's require significantly more amounts of support and preparation for the Regents exams. This support will be delivered through more collaborative lesson preparation between the ESL and content area teachers, increased communication with ELL content area teachers, after-school classes and tutoring, Saturday Academy and Enrichment along with a closer and more frequent monitoring of ELLs' school performance. Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries, to assist them during Regents exams.

As the majority of our ELLs are Spanish or French speakers, all of the ELL's who took the Spanish and French Regents exam did extremely well. The preparation for this exam included Spanish and French language classes during the school day and after school. Given that the preparation for both the Spanish and French Regents exam builds upon most of our ELLs' native language literacy skills, and that there is an overall high success rate with these exam, ELLs will be encouraged to take these exams to help them qualify them for an Advanced Regents diploma.

### **Planning for ELLs/Instruction Delivery**

In order to make ELL students feel comfortable within the school a tour of our building is given so that they can feel safe in their surroundings. All students are taught in English, using ESL methodologies, dictionaries, amplified lesson summaries, and the same language buddy/seating system. Students are encouraged to carry bilingual dictionaries at all times. Bilingual dictionaries are available to students. We also provide an after-school program and Saturday Academy using ESL strategies and methodology. Though students in our ELL program have shown improvement on the NYSESLAT exam, the growing numbers of students from recently arrived immigrant families who lack a background in the English language and the large number of long term ELL students have presented a challenge to all subject teachers. The ESL teacher is currently actively teaching reading and writing through the Workshop Model approach. ELL students are mainstreamed into all subjects throughout the day. Content-area teachers working with ELLs receive professional development by both ESL coordinator and the IEP coordinator on useful methodology and pedagogy ELL students.

The content-area teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development and content-area ESL instructional program includes numerous opportunities for our ELL students to develop writing skills, linguistic development and become successful users of English. Audio equipment gives our Ells more practice with listening skills, in conversation, improves comprehension, conversation and develops fluency. ELL's are provided with Native Language instruction through the use of multicultural classroom libraries and have access to supplemental educational materials that are aligned to the core curriculum. The use of a technology, smart board and laptop cart is readily available for all Ell's. All Freestanding content-area classrooms also use the Workshop Model. Small group instruction consisting of 15 students or less is possible at Mott Hall High School due to the leveled programming available to our Ells. Based on the NYSESLAT scores and the increasing number of Ells we have two beginner classes, one intermediate class and one advanced class. Our focus is on academic language and vocabulary development. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish level; once a

student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. This past year approximately 25% of our ELLs scored proficient on the NYSESLAT exam and we currently have six ELLs that are SIFE. ELL programs are determined by grade level and course requirements. Though all students' schedules at the school are individually programmed, the 9th and 10th grade ELL's generally travel as a block to their core courses, with the exception of a few advanced ELL's. Student schedules tend to vary in their elective courses.

As it remains the mission and vision of Mott Hall High School to give each student the individual attention he/she needs in order to thrive in a caring and firm family-like atmosphere, support services for ELL students extend beyond the classroom. Additional support services available for ELL's at Mott Hall High School are as described below:

(a) Standardized Assessments: ELL's are offered their entitled test accommodations for all standardized (i.e., Regents) testing. These accommodations include time extensions (i.e., time and a half), separate locations and/or small group administration, and a third reading of listening selections for the ELA Regents exam. The test results are used to assess the academic and programming needs of ELL students, and to inform teachers for their instruction and preparation of ELL's for the exam.

(b) Academic Intervention and Support Services: Mott Hall High School's Student Intervention Team holds meetings daily to discuss students who have been referred by teachers as exhibiting need for academic interventions or other support services, such as ESL. The committee is composed of the guidance counselors, the social worker, the special education coordinator, and the ELL coordinator.

(c) SIFE Students: SIFE students are given extra support at our school, particularly through push-in/pull-out classroom support services. The focus of SIFE student services is to build literacy skills so that these students will be able to function at the level demanded of them in high school. In addition, SIFE students will be encouraged to enroll in after-school courses to receive additional instruction and support.

(d) Newcomers (less than 3 years) Plan: Newcomer ELLs will be given two periods of free-standing ESL class and be supported throughout their day by content teachers who use ESL methodologies in their lessons. The students will be provided with native language materials as available in an effort to maintain and promote their native language proficiency. Newcomer students will also be given extra support for Regents preparation, particularly the ELA exam, through after-school preparation courses that will gear them for the exams.

(e) Long-Term ELLs and Extension of Services: Long-Term ELLs will be monitored by the ELL coordinator, guidance counselors, and subject area teachers in their academic progress. Focus will be granted to reading and writing development through their ESL class. They will be encouraged to enroll in after-school tutoring and Saturday Academy in order to help them pass their regents test.

(f) Special Needs Students: Special Needs students are given support services from SETTS, CTT, and ESL instructors, who remain in communication with each other about the progress of ELLs with special needs. As these students are placed in a CTT classroom environment, they are given both push-in and self-contained ESL instruction.

(g)Students Achieving Proficiency: Students who have achieved proficiency on the NYSESLAT and are no longer entitled to ESL services will still be monitored by the ELL coordinator to see if additional support is still needed to ensure academic success. These students will be encouraged to participate in academic reading and writing enrichment courses and activities. They will also still be given the testing accommodations granted to ELLs for two additional years.

(h)ELLs Who Require More Than 4 Years to Graduate: ELLs requiring more than 4 years to graduate are still entitled to all the support services the school offers, both in academics and guidance. These students are programmed to take the courses for which they need to receive credit or pass a Regents exam, and they can receive ESL support through push-in services or individual tutoring.

(i)Language Electives: ELLs at Mott Hall High School who have not earned the foreign language requirements for graduation are placed in Spanish classes during and after school. These classes prepare students for the Spanish Regents exam. In addition, there are Latin American History classes, which encourage Spanish literacy through a content area.

## **Resources and Support**

### ***Instructional Materials***

The instructional materials used at Mott Hall High School all meet New York State curriculum requirements and standards. The scaffolding and ESL instructional methods used to teach these materials by both the classroom and ESL instructor support the learning of ELLs. In addition, materials are procured in native language versions when available. These are to be used by ELLs in addition to the English versions. ELLs are also provided with bilingual dictionaries, as well as native language glossaries and texts where available.

### ***Professional Development***

Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following making content comprehensible for ELLs, demonstrating strategies to use with ELLs, including Native Language support and enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth. Staff development in the area of ELL instruction will continue throughout the year through professional development workshops (i.e. QTEL) on effectively providing ELLs with a high quality State standards-based education. The ESL teacher will provide PD during common planning time to the staff on “Best Practices for ELL students.” In addition, content area teachers will be supported through one-on-one meetings with the ELL and IEP coordinator on effective instructional strategies for ELLs.

### ***Native Language Support***

Native Language support is given in our ESL program through encouraging the use and development of literacy skills in the native language. As Spanish is the highly predominant home language of students at Mott Hall High School, these literacy skills are built and supported through 225 minutes of Spanish language classes given per week at this school. In addition, the availability of Spanish-speaking teachers and other staff members

gives many ELLs the option of communicating in their native language when needed. For our ELLs of other native language backgrounds, multi-lingual dictionaries, glossaries, and texts are given as they are available. In addition, our second certified ELL teacher is fluent in French and provides native language support for French speakers.

**Parent/community:** Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as Spanish, Arabic and French when necessary. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual. We also conduct two parent orientations, one in the Fall and one prior to Spring, where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages. However, as newly enrolled ELLs come in throughout the year, our ESL and Parent Coordinator or will meet with their parents and inform them of their rights in regards to program selections. In addition the school holds PTA Monthly Meetings with bilingual translation, Award Ceremonies and School Concerts and Plays that promote parent involvement. The school provides parents with opportunities for ELL parents to attend workshops from Community Based Organizations as well. Parents' needs are evaluated through one on one communication, workshops, and events or through students needs.

### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information**

Grade Level(s) 9 - 12

Number of Students to be Served: 26 LEP          Non-LEP

Number of Teachers 3

Other Staff (Specify) Spanish Teacher – 1; French Teachers – 1

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Mott Hall High School, which is part of the Community Learning Support Organization, was founded in September 2004 with the help of Replications, Inc., a nonprofit organization dedicated to the creation of successful new small schools. Located in Harlem, New York, Mott Hall High School is based on the same essential features that have helped to established Mott Hall, Mott Hall II, and Mott Hall III among some of the most successful middle schools in the New York City. We are committed to making our students into lifelong learners and independent thinkers that are motivated by the pursuit of academic excellence, cultural experience and social responsibility. The school currently enrolls 405 students. There are currently 26% ELL students comprising approximately 6% of the population. There are twenty-two native Spanish speaking ELLs, three French speakers and one student who speaks Serbian Croatian. Six students have been receiving services for 3 years or less with two of these students being classified as Students with Interrupted Formal Education (SIFE), and 1 in special education. Nine students have been receiving services for 4-6 years with four of these students classified SIFE, and 2 in special education. Eleven students are classified as long-term ELLs who have been receiving services for more than 6 years. None of these students are classified as SIFE and 4 are receiving special education services. Thus, our total SIFE population is 6 students and there are a total of 6 ELLs receiving special education.

The instructional materials used at Mott Hall High School all meet New York State curriculum requirements and standards. The scaffolding and ESL instructional methods used to teach are used by both the content core and ESL instructors in order to support the ELL instruction. In addition, materials are procured in native language versions when available and are used by ELLs in addition to the English versions. ELLs are also provided with bilingual dictionaries, as well as native language glossaries and texts where available. However in order to enhance the use of academic English vocabulary and to facilitate word translation for our ELL students we will be providing them with electronic translators that they will carry with them every day. These electronic translators will allow students to readily translate words and concepts for understanding and to hear the correct pronunciation of the word.

Under the No Child Left Behind Act, LEP students must be helped to attain proficiency while meeting NY State academic standards. Mott Hall High School will provide our students with additional after-school support in quality Science, Math & History content that is of necessary intensity and duration to have a positive and lasting impact on student performance. The after school program will utilize practical tools and implement modifications that can help student's master content concepts while developing their English language skills. Student intervention is necessary to create ownership of the learning process. English language learners are more successful when using a hands-on, inquiry approach and observations. ELLs learn while discussing, investigating, creating, and discovering with other students. English language Learners' will be provided with methods including all levels of Blooms Taxonomy within the cognitive domain that will be incorporated into the content activities.

This after-school program will provide ELLs at Mott Hall High School with academic rigor in aforementioned content areas leading them to success. The program is designed to service approximately 26 English Language Learners from 9 through 12 with content area instruction two days per week for a total of four hours a week, by two fully certified and highly qualified teachers. Rubrics, teacher observation, peer evaluations and graphic organizers will be used to measure level of performance. In addition, funds will be earmarked for consumables such as flip chart paper, pens, dictionaries, paper, pens, and pencils, dry erase markers, post it notes, composition paper and notebooks, index cards and folders. These supplies are intended for student use and in order to enrich lessons plans. All students who attend the after school program will keep a folded portfolio of their work and use the post it notes in order to learn how to actively read while asking questions in the text. The other supplies will be used for projects, portfolios, daily lessons and journaling.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The school-wide professional development plan includes daily common planning periods, mentoring, and teacher participation in offsite professional development activities. The school's PD focus includes, but is not limited to the study of differentiated instruction, New York State Spanish BETAC Professional Development and the use of data to drive instruction. In an effort to improve performance of our ELL population, classroom teachers share lessons and strategies on differentiation and data driven instruction during common planning periods. Common Planning Professional Development sessions last 45 minutes and are held daily. The ELL professional development that will take place will at no cost to the school.

**Parental Outreach Program** – Description of Title III parental support and outreach program

Mott Hall's commitment to community and parent participation is 100%. Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as French, and Serbian Croatian, when necessary. Translators are made

available during meetings, workshops and parent teacher conferences. Mott Hall High School will host professional development workshop events that explore topics such as, “How to Prepare Your Child For College,” “Immigration,” and “Navigating ELL Services,” that will help parents become active participants in their child’s education. In order for these workshops to be successful, literacy books that deal with college awareness, increasing child literacy, preparing your child for college and other topics will be provided for parents. In addition, since these workshops will take place during the evening and on Saturdays light refreshments will be provided. The parental outreach program will be run by the ESL coordinator along with the guidance staff. Approximately 8 hours of per session will be needed in order to run the parental activities for ESL students for the 2010-2011 school year.

**Section III. Title III Budget**

**School: Mott Hall High School**

**BEDS Code: 310500011304**

<b>Allocation Amount:</b> \$15,000		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,708.90	100 hours of per session for two fully certified and highly qualified teacher to support ELL Students: 100 hours x \$49.89 (current teacher per session rate with fringe) = \$4,989.00  10 hours of per session for one fully certified and highly qualified teacher for parental outreach 10 hours X \$49.89 (current teacher per session rate with fringe)= \$498.90  100 per session hours for one administrator to supervise after school program: 100 hours x \$52.21 = \$5,221.00
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,427.05	Electronic Translator 30 X \$75.00 = \$2,250  Consumables, papers, pens, markers, etc  • flip chart markers \$7 x 10 = \$70.00

		<ul style="list-style-type: none"> <li>• post-it easel pad un-ruled 30 sheets 28 x 10 = \$280</li> <li>• filler paper college ruled 150 sheets \$2.30 x 5 = \$11.5</li> <li>• Composition Notebook = 2.99 x 100 = \$299.00</li> <li>• post-it notes 3x3 aquatic pop up \$21.50 x 5 = \$107.45</li> <li>• Bic Velocity pens 30 x 3 = \$90.00</li> <li>• Pilot Pens 12 pack 20 x 5 = \$100</li> <li>• expo dry erase markers chisel lip \$3.00 x 5 = \$15.00</li> <li>• dry erase board eraser \$1.67 x 3 = \$5.00</li> <li>• assorted color index cards \$2.50 x 15 packs = \$37.50</li> <li>• Dixon pencils \$0.86/pack x 60 = \$51.60</li> </ul> <p>laminated portfolio folders (10 pack) \$11.00 x 10 = \$110</p>
<b>Educational Software (Object Code 199)</b>	0	N/A
<b>Parental Outreach</b>	\$864.05	<p>Estimated # of parent and student participants= 30</p> <p>Food and refreshments for parents of ESL students participating in the workshop</p> <ul style="list-style-type: none"> <li>• \$600.00</li> </ul> <p>Consumables for parent outreach workshop</p> <ul style="list-style-type: none"> <li>• Copy Paper for literary resources on immigration, college, and resources for parent outreach workshops (\$264.05)</li> </ul>
<b>Other</b>	0	
<b>TOTAL</b>	<b>\$15,000.</b>	

## **Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

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**Type of Program:** \_\_\_ Bilingual  ESL \_\_\_ Both      **Number of LEP (ELL) Students Served in 2007-08:** 26  
(No more than 2 pages)

Mott Hall High School offers ESL services through four self-contained ESL classes as well as content courses using ESL methodologies. These classes are aimed at developing the students' academic English reading, writing, listening, and speaking skills. The heterogeneity of the levels and native languages of this group is accounted for through scaffolding techniques and occasional leveled grouping activities. This instruction is designed to provide the language support necessary for our ELLs' academic achievement in their courses here at Mott Hall High School.

*A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).*

Mott Hall High School uses the NYS core curriculum to guide instruction in literacy, mathematics, science and social studies. The school offers students Collaborative Team Teaching (CTT), NYS Regents and Advanced Placement courses.

Mott Hall High School offers Regent review courses for students who have not passed one of the five required NYS Regent Examinations. Students are programmed for these AIS courses during the school day. Students who have been identified as needing additional help in the area of reading are also programmed (when possible) in Wilson Reading course. In addition to the Regent preparation courses offered during the school day, the school offers after school assistance to student via after school and Saturday Academy. During After school Academy students are offered credit recovery and Regent preparation course. Students also have the opportunity to receive one-on-one after school tutoring and are also referred to a variety of community programs such as the YABC program. All of the programs described above are opened to all students. Our ELL students have participated in all of the above programs.

*B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.*

Mott Hall High School offers students several options for academic and non-academic extracurricular activities. They include After School Academy--Students are afforded the opportunity to earn or recovery academic course credit. Saturday Regents Prep –courses are also offered for the three consecutive Saturdays prior to the January and June NYS Regent Examinations. Through the school's partnership with CCNY's Urban Scholars, students are provided with 1:1 tutoring sessions. MHHS also offers non-academic activities such as student clubs, team sports, band and service learning activities.

## Mott Hall High School After School Clubs and Program

**Mott Hall High School Band/Music Instruction** – Mott Hall High School has partnered with the Multicultural Music Group (MMG) to offer the students of MHHS music instruction and band practice. Students receive small group and one-on-one instruction from professional musicians.

**Streets to Scholars Saturday Program** – This program targets students who are experiencing academic and/or social difficulty in school. The program is comprised of basketball tournaments, peer mentoring, career counseling and guest speakers.

**Peace Jam** - is a national organization committed to increasing social justice and the involvement of young people in service and activism. Members learn about the causes and effects of issues like violence, racism, and injustice. Throughout the program, students create and implement a service project to address a social problem. At the end of the year, there is a Peace Jam Conference held in Massachusetts where students from around the country present their service projects and get to meet a Nobel Peace Prize winner.

**Urban Scholars Extended Day Program** – Provides academic support to students in need of tutorial assistance, homework help and exam preparation for NYS Regents subject exams and SAT. Five ELL students participated in this program.

**Fraternity of Exceptional Young Men** — School club/mentorship program focused on helping male students to achieve both academic and social success. There are no current ELL students participating in this program.

**The Brotherhood/Sister Sol** – Mentoring Program-- Students in this program are offered tutoring, leadership development training, international study, community service projects and trips. 23% of the students participating in this program are current ELL students. 8% of the students participating in this program are former ELL students.

I. **Project Jump Start:** Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Incoming students and parents were invited to attend the school's orientation session throughout the school year before they enroll in school. These sessions allow the students to tour the school, speak to teachers and current students and give parents the opportunity to get to know the school, the ESL program coordinator and teachers before enrollment. Once students are accepted into the school they are invited to participate in a 3 day new student bridge program in August in order to acclimate them into the high school environment and prepare them for the rigor of academic work.

II. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Students at Mott Hall High School are offered academic support via the After School Academy and tutorial programs. Students who are at-risk of failing Regent courses are also given an extra period of English and Math preparations. Social and emotional support is given via

our school invention team. This team includes the guidance counselors, social worker, assistant principal, special education coordinator, ESL coordinator and attendance teacher.

III. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**Not Applicable**

### ADDITIONAL LANGUAGES

Acholi (ACH)	Bulgarian (BUL)	Hungarian (HUN)	Mandinka (MNK)
Adangme (ADA)	Cebuan (CEB)	Ibo (IBO)	Marathi (MAR)
Afrikaans (AFR)	Cham (CHA)	Icelandic (ISL)	Mende (MEN)
Akan (AKA)	Czech (CES)	Ilocano (ILO)	Mohawk (MOH)
Algonquin (ALQ)	Danish (DAN)	Indonesian (IND)	Ndebele (NDE)
Amharic (AMH)	Estonian (EST)	Kabyle (KAB)	Nyanja (NYA)
Arabic (ARB)	Ewe (EWE)	Kamba (KAM)	Oneida (ONE)
Arawak (ARW)	Finnish (FIN)	Kashmiri (KAS)	Papiamento (PAP)
Assamese (ASM)	Garifuna (CAB)	Konkani (KNN)	Pashto (PST)
Aymara (AYC)	Georgian (KAT)	Lao (LAO)	Romanian (RON)
Basque (BAQ)	German (GER)	Latvian (LAV)	Romansch (ROH)
Bemba (BEM)	Guarani (GUG)	Lithuanian (LIT)	Rundi (RUN)
Bengali (BEN)	Gujarati (GUJ)	Macedonian (MKD)	Samoan (SMO)
Bhili (BHB)	Hausa (HAU)	Malay (MLY)	Sanskrit (SAN)
Brahui (BRH)	Hebrew (HEB)	Malayalam (MAL)	Seneca (SEE)
Breton (BRE)	Hindi (HIN)	Maltese (MLT)	Seri (SEI)

Shan (SHN)  
Shona (SNA)  
Shina (SCL)  
Sidamo (SID)  
Sindhi (SND)  
Slovak (SLK)  
Slovenian (SLV)

Somali (SOM)  
Sotho-Southern (SOT)  
Sukuma (SUK)  
Swahili (SWH)  
Swedish (SWE)  
Tajiki (TGK)  
Tamil (TAM)

Telugu (TEL)  
Thai (THA)  
Tigre (TIG)  
Tonga (TNZ)  
Turkish (TUR)  
Ukrainian (UKR)  
Urdu (URD)

Wolof (WOL)  
Yoruba (YOR)  
Zulu (ZUL)

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-11**

**School Building:** Mott Hall High School **District** 05

**List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.**

Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
n/a	2	n/a	0	n/a	0	2

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2009-2010 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

**SAMPLE STUDENT SCHEDULE 2009-10 (ESL)**

ESL Program Type:         Free-Standing     Push-in         Pull-out  
 Indicate Proficiency Level:     Beginning         Intermediate     Advanced

**School District:** \_\_\_\_\_ **05** \_\_\_\_\_        **School Building:** \_\_\_\_\_ **304** \_\_\_\_\_

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	From: 8:00 To: 8:44	Spanish Term 1				
<b>2</b>	From: 8:55 To: 9:40	Living Environment (Term 1)	Living Environment (Term 1)	Living Environment (Term 1)	Living Environment (Term 1)	Living Environment (Term 1)
<b>3</b>	From: 9:43 To: 10:28	Beginners ESL L1				
<b>4</b>	From: 10:30 To: 11:15	Beginners ESL L1				

<b>5</b>	From: 11:15 To: 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
<b>6</b>	From: 12:07 To: 12:52	Algebra	Algebra	Algebra	Algebra	Algebra
<b>7</b>	From: 12:55 To: 1:40	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
<b>8</b>	From: 1:43 To: 2:32	English (L1)	English (L1)	English (L1)	English (L1)	English (L1)
<b>9</b>	From: 2:36 To: 3:21	ELL 9/10 Term 1 Self Contained	Global History Term 1	ELL 9/10 Term 1 Self Contained	Global History Term 1	ELL 9/10 Term 1 Self Contained
<b>9</b>	From: To:					

**SAMPLE STUDENT SCHEDULE 2009-10 (ESL)**

ESL Program Type:      Free-Standing    Push-in      Pull-out  
Indicate Proficiency Level:      Beginning      Intermediate      Advanced

**School District:** \_\_\_\_\_ **05** \_\_\_\_\_     **School Building:** \_\_\_\_\_ **304** \_\_\_\_\_

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	From: 8:00 To: 8:44					
<b>2</b>	From: 8:55 To: 9:40	English (E7)	English (E7)	English (E7)	English (E7)	English (E7)
<b>3</b>	From: 9:43 To: 10:28	Global Review	Global Review	Global Review	Global Review	Global Review

<b>4</b>	From: 10:30 To: 11:15	Business Finance				
<b>5</b>	From: 11:15 To: 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
<b>6</b>	From: 12:07 To: 12:52	<i>Physical Education</i>				
<b>7</b>	From: 12:55 To: 1:40	Intermediate ESL				
<b>8</b>	From: 1:43 To: 2:32	Global 3				
<b>9</b>	From: 2:36 To: 3:21					

**SAMPLE STUDENT SCHEDULE 2009-10 (ESL)**

ESL Program Type:         Free-Standing     Push-in         Pull-out

Indicate Proficiency Level:     Beginning         Intermediate     Advanced

School District: \_\_\_\_\_ **05** \_\_\_\_\_

School Building: **304** \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:44					
<b>2</b>	From: 8:55 To: 9:40	English (E7)				
<b>3</b>	From: 9:43 To: 10:28	Geometry	Geometry	Geometry	Geometry	Geometry
<b>4</b>	From: 10:30 To: 11:15	Living Environment Review				
<b>5</b>	From: 11:15 To: 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
<b>6</b>	From: 12:07 To: 12:52	Advanced ESL				
<b>7</b>	From: 12:55 To: 1:40	Economics	Economics	Economics	Economics	Economics
<b>8</b>	From: 1:43 To: 2:32	Global Review				
<b>9</b>	From: 2:36 To: 3:21					

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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**1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.**

Mott Hall High School's parent coordinator in conjunction with the school's ESL coordinator assesses the school's written and oral translation needs. The parent coordinator uses his/her interaction with parents to make this determination. The ESL coordinator makes his/her determination after distributing and analyzing a home language survey. School data has indicated that Spanish is the dominant second language spoke by our parents. As a result, all communications are distributed in both English and Spanish. On campus faculty who are both native speakers and pedagogy act as both written and oral Spanish translators. Upon request or when a determination is made by a faculty member, parents are provided with DOE literature in languages such as French, Creole, Korean, Arabic and Chinese.

**2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.**

The school as assess the following written translation and oral interpretation needs:

- a) School needs access to a written translation service with a promptly translation of school documents in less widely spoken home languages such as Chinese and Creole.
- b) School needs access an on-campus translator who is fluent in other languages besides Spanish.

This need was determined though parent requests, faculty interactions with parents from the school community, as well as feedback at Parent Association meetings. These findings were shared at faculty and parent association meetings.

## Part B: Strategies and Activities

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- 1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.**

The school employs faculty members as translators (who are both fluent in two or more languages and who have experience translating documents from English to Spanish). These in house staff members are also used for verbal translations during parent meetings or for broadcasting verbal messages to parents via School Messenger. For assistance with languages other than Spanish, the school will utilize the Department of Education's Translation and Interpretation Unit for assistance in translating less spoken home languages.

- 2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.**

The school employs a bilingual parent coordinator who is available to participate in scheduled and unscheduled meetings with parents. The school is also staffed with staff members who speak fluent Spanish or French. For other languages the school will utilize the Translation and Interpretation Unit for assistance. The school will also investigate translation vendors.

- 3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.**

A faculty member will be employed to translate school literature from English to Spanish after school hours. This translator will also assist during with interpretation during Parent-Teacher conferences, Parent Association Meetings, School Leadership Meetings, Workshops and other school events or celebrations. For languages not spoken by in-house staff, the school will contact the Translation and Interpretation Unit for assistance.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$248,374.	\$75,370.	\$323,744.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,484.	\$754.	\$3,238.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,418.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$24,837.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 85%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## MOTT HALL HIGH SCHOOL

### 2010-2011

*NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) ( parental involvement policy).*

*Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. **Schools are not required to follow this sample template or framework. If they establish the school’s expectations for parental involvement and include all of the components listed under “Description of How a School Will Implement Required School Parental Involvement Policy Components” they will have incorporated the information that section 1118 requires be in the school parental involvement policy.** Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.*

\* \* \* \* \*

#### **PART I. GENERAL EXPECTATIONS**

Mott Hall High School (MHHS) agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required MHHS level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (**See Enclosure**)
- The **Mott Hall High School** will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, MHHS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, MHHS will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- MHHS will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- MHHS will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- MHHS will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- MHHS will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- (A) That parents play an integral role in assisting their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II.           **DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1.       The **Mott Hall High School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
  - ✦ *Implement home visits from school social worker and attendance teacher.*
  - ✦ *Provide parents with a newsletter to inform them about school events and/or students' accomplishments.*
  - ✦ *Effectively communicate with parents regarding their child(ren) progress..*
  - ✦ *Invite parents to volunteer to participate and observe their child's classroom.*
  - ✦ *Sponsor educational workshop for parents.*
  
2.       The **Mott Hall High School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - ✦ *Encourage parents to volunteer in classroom full or part of the day (daily or weekly)*
  
3.       The **Mott Hall High School** will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
  - ✦ *Ensuring that the meeting is held twice: once in the morning at 9:00 and in the evening at 6:00 pm. This meeting may also be extended an additional meeting held on Saturday so that other parents may be able to attend.*
  
4.       The **Mott Hall High School** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
  - ✦ *Providing parents with a Student's Handbook explaining the school vision/mission; academic expectations; school curriculum.*

5. **Mott Hall High School** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably:
  - ✦ *The School Leadership Team (SLT) meets once per month. Parents will have opportunities to formulate suggestions about the education of their youngsters and the school will respond to any such suggestions as soon as practicably possible.*
6. **Mott Hall High School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
  - ✦ *Providing parents with progress reports four times a year (twice in the fall and twice in the spring)*
  - ✦ *Providing parents with live access via Snapgrade of student progress and assignments.*
  - ✦ *Providing parents with reports cards three times per semester (fall & spring).*
  - ✦ *Outreaching to parents by the youngster's advisor weekly or biweekly.*
7. **Mott Hall High School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
  - ✦ *Inform parents in English and Spanish if youngsters are assigned or have been taught for four (4) consecutive weeks by a teacher who not highly qualified;*
  - ✦ *Youngsters will be provided with additional support when affected by above circumstance.*
8. **Mott Hall High School** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --
  - *the State's academic content standards,*
  - *the State's student academic achievement standards,*
  - *the State and local academic assessments including alternate assessments,*
  - *the requirements of Part A,*
  - *how to monitor their child's progress, and*
  - *how to work with educators: by visiting their youngster's classroom to observe and participate; by volunteering in the school during the instructional day*

9. **Mott Hall High School** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
- ✦ *Sponsoring workshops on, but not limited to:*
    - a. *How to better communicate with children?*
    - b. *How to provide your child academic assistance?*
    - c. *College resources and financial assistance?*
10. **Mott Hall High School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- ✦ *Encouraging parents to partake in school activities and celebrations.*
11. **Mott Hall High School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- ✦ *Outreaching to community partners such as Columbia Presbyterian Health Clinic, the City College of New York and other available resources in the community.*
  - ✦ *Updating parents of school initiatives and activities at monthly PA meetings*
12. **Mott Hall High School** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- ✦ *All notices will be sent home in two languages (English and Spanish). These notices will also be explained and/or clarified to parents whenever necessary.*
  - ✦ *Use School Messenger to send verbal notices home in both English and Spanish.*

**1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**SCHOOL-PARENT COMPACT**

*Mott Hall High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

*This school-parent compact is in effect during school year 2010-2011.*

**REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**School Responsibilities**

Mott Hall High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - *Common planning time for all staff*
  - *Department meetings*
  - *Professional development*
  - *Meaningful observation process*
  - *Hire highly qualified teachers*
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - *Once per semester during a two day process as per the city-wide calendar*
3. Provide parents with frequent reports on their children's progress.  
Specifically, the school will provide reports as follows:

- *Distribute progress reports four times a year*
  - *Teachers, parents and students will have access to Snapgrade on a daily basis*
  - *Promotion in doubt letters*
  - *Graduation review of transcript*
  - *Behavior tracking sheets*
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - *Email through Snapgrade*
    - *Make an appointment through the school's parent coordinator*
    - *Phoning the school during regular school hours*
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - *Volunteer as chaperones on school trips*
    - *Volunteer as chaperones for school activities and community outreach*

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*

#### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Accept the help that is offered to us, specifically tutoring and after school academy. .*
- *Show up to class with a positive attitude and ready to work.*
- *Seek higher education by challenging ourselves and the curriculum.*

#### Additional Required School Responsibilities

Mott Hall High School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### *Summary of Data Analysis*

Based on the analysis of the data, and all relevant findings, the following are implication for mathematics, science and US history instructional programs.

- Continue improvement in instructional strategies that contribute to improved student achievement.
- Continue Academic Intervention Services to all students not meeting the State standards. Students scoring below 65% on a NYS regent's exam will be placed in an AIS course the following semester. Students experience social or emotional difficulties will be referred to guidance and/or the school social worker.

- Continue intensive professional development in understanding and use of specialized instructional strategies to meet the needs of ELL and special population students.
- Continue professional development including, common planning periods, work sessions on differentiated instruction and student data analysis.
- Teachers will receive continued onsite support from both the literacy and mathematics coaches.
- Teachers will use classroom and acuity assessments to provide instructional emphasis on students' strengths and weaknesses.
- Continue investigation of the best practices for sustaining and accelerating the achievement of English Language Learners and Special Education students.

#### *Needs Assessment Findings*

- a. Mathematics, Science and U.S. History Regents pass rates are below 50%.
- b. Testing trends do not show any significant difference in the Regent pass rate of male and female students.
- c. ELL students have a higher course pass rate than NYS Regents pass rate.
- d. Testing trends show that special education students have a significantly lower NYS Regent Exam pass rate than general education students.

11. The findings of a comprehensive needs assessment also resulted in the identification of several priorities for improving student performance. There is a need to implement effective strategies to address the large number of students lacking the skills needed to pass the NYS Regent exams in Mathematics, Science and Social Studies with a score of 65% or better. There is also a need to improve instruction for both special education and ELL students by providing

- intensive professional development for teachers in specialized strategies to meet the need of all students. Such strategies include but are not limited to collaborative team teaching, differentiated learning, flexible grouping, and data driven instruction.
- an increased number of remediation courses offered during the school day
- regents preparation after school program specifically for ELL students.

3. The findings also indicate the need to implement the following school wide strategies:

- Providing regents preparation and credit recovery courses
- The implementation of a summer school credit recovery program that will target at-risk students
- The alignment of school wide instruction with NYS Regent standards
- The exploration of new models for student programming that will meet the instructional needs of the student body.
- Expanding connections to community-based organization to meet students' social and academic needs.

3a. As a result of the findings, the school has implemented the following:

- After school academy - Regent preparation and credit recovery courses. These courses are instructed by MHHS teachers. Tutors from Urban Scholars also provide homework assistance and 1:1 regent prep for students.
- Saturday Academy course to provide regent tutorial for students who cannot stay after school.

- Gender specific clubs, such as the Distinguished Gentlemen’s Club, Sister Sol and the Brotherhood. These clubs focus on gender specific issues, character development, conflict resolution and college preparation.
- On-site social worker to assist students and their families

12. The school will continue to seek out and hire highly qualified staff members.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### *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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$208,635.	✓	
Title I, Part A (ARRA)	Federal	✓			\$74,616	✓	

<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			1,801,352.	✓	

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:**   N/A   **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>3</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS    N/A**

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.

### **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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT												
<b>School Name:</b>		Mott Hall High School										
<b>District:</b>		5	<b>DBN:</b>	05M304	<b>School BEDS Code:</b>	310500011304						
DEMOGRAPHICS												
Grades Served:	Pre-K		3		7		11	√				
	K		4		8		12	√				
	1		5		9	√	Ungraded					
	2		6		10	√						
Enrollment				Attendance - % of days students attended:								
<i>(As of October 31)</i>				2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K				0	0	0				87.3	87.7	88.5
Kindergarten				0	0	0	Student Stability - % of Enrollment:					
Grade 1				0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 2				0	0	0				98.2	98.4	94.5
Grade 3				0	0	0	Poverty Rate - % of Enrollment:					
Grade 4				0	0	0	<i>(As of October 31)</i>			2008-09	2009-10	2010-11
Grade 5				0	0	0				62.7	73.3	66.8
Grade 6				0	0	0	Students in Temporary Housing - Total Number:					
Grade 7				0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 8				0	0	0				1	4	6
Grade 9				134	132	116	Recent Immigrants - Total Number:					
Grade 10				117	116	132	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 11				75	59	72				10	4	0
Grade 12				79	97	78	Special Education Enrollment:					
Ungraded				0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Total				405	404	398				10	4	0
							Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>				2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes				0	0	0	Principal Suspensions			6	32	69
# in Collaborative Team Teaching (CTT) Classes				46	47	33	Superintendent Suspensions			7	5	11
Number all others				11	13	23	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>							<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							CTE Program Participants			N/A	0	0
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)							Early College HS Program Participants			0	0	0
<i>(As of October 31)</i>				2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes				0	0	TBD	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Dual Lang. Programs				0	0	TBD						
# receiving ESL services only				27	22	TBD	Number of Teachers			28	27	26

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
# ELLs with IEPs	4	9	TBD	Number of Administrators and Other Professionals			9	11	8	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			0	2	5	
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>						
	2007-08	2008-09	2009-10	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
<i>(As of October 31)</i>	15	12	35	% fully licensed & permanently assigned to this school			100.0	100.0	100.0	
				% more than 2 years teaching in this school			21.4	22.2	15.4	
				% more than 5 years teaching anywhere			14.3	40.7	73.1	
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			68.0	78.0	92.3	
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED			78.4	98.7	94.4	
American Indian or Alaska Native	0.0	0.0	0.0							
Black or African American	37.3	32.9	35.2							
Hispanic or Latino	60.0	63.4	63.3							
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.5	0.3							
White	2.2	2.2	1.3							
<b>Male</b>	49.4	49.0	53.0							
<b>Female</b>	50.6	51.0	47.0							
2009-10 TITLE I STATUS										
√	Title I Schoolwide Program (SWP)									
	Title I Targeted Assistance									
	Non-Title I									
Years the School Received Title I Part A Funding:				2007-08	2008-09	2009-10	2010-11			
				√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:									
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>										
	<u>Phase</u>				<u>Category</u>					
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive				
	Improvement Year 1									
	Improvement Year 2									
	Corrective Action (CA) – Year 1									
	Corrective Action (CA) – Year 2									
	Restructuring Year 1									
	Restructuring Year 2									
	Restructuring Advanced									

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>		
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>
ELA:		√
Math:		√
Science:		√

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				√	√	√	78
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				3	3	1	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	65.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	9.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	19.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	37.1		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	U = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 305</b>	District <b>05</b>	School Number <b>304</b>	School Name <b>Mott Hall HS</b>
Principal <b>Grace Villalona</b>		Assistant Principal <b>Glenn Raysor and Rhonda Morgan</b>	
Coach <b>Marie Alexander</b>		Coach	
Teacher/Subject Area <b>Suleika Dotel, ESL</b>		Guidance Counselor <b>Ana Vargas &amp; Amelia San Jorge</b>	
Teacher/Subject Area <b>Maritza Santana, Spanish</b>		Parent	
Teacher/Subject Area <b>Claire Zaglauer, French</b>		Parent Coordinator <b>Jeffrey Quarles</b>	
Related Service Provider <b>Mary Ann Grammar</b>		Other	
Network Leader <b>Joanne Mejias</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>405</b>	Total Number of ELLs	<b>26</b>	ELLs as Share of Total Student Population (%)	<b>6.42%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool\]](#)

[kit](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### Enrollment Process:

At enrollment, the ESL Coordinator or the guidance counselor meets with parents and an informal oral interview is performed in the parent native language to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identification process. Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment as per CR-154,

which is a test that establishes the student's English proficiency level. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs.

#### Parent Choice:

An Entitlement letter in the student's home language is sent home in the beginning of the year. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences throughout the school year if they are unable to attend the formal orientations. These Parents sessions both formal and informal are conducted by the ESL Coordinator.

Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year. After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed.

#### Parent Related Documents:

Because ELL parents often speak a language other than English, Mott Hall High School uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Group orientations are offered continuously throughout the year in a number of ways, including one-on-one meetings, phone conversations, and district presentations, through informational packets. Guidance counselors, ESL Coordinator, IEP Coordinator, Social Worker, parent coordinator and others designated work closely with administration to deliver information to ELL parents in a timely manner.

#### Trend in Program Choices:

- In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. Within the last two years we have had four newly enrolled ELLs entitled to services and all of the parents chose to place their child into the ESL program. However, should parent selection change, Mott Hall will continue to follow the CR 154 and provide ELL students with the proper program as mandated.

# Part III: ELL Demographics

## A. ELL Programs

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	7
SIFE	6	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 6	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 11	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/> 26

Total	6	2	1	9	4	2	11	0	4	26
Number of ELLs in a TBE program who are in alternate placement: 0										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	10	3	3	22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										2	1	0	0	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	0	0	0	1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	9	11	3	3	26

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

In order to make ELL students feel comfortable within the school a tour of our building is given so that they can feel safe in their surroundings. All students are taught in English, using ESL methodologies, dictionaries, amplified lesson summaries, and the same language buddy/seating system. Students are encouraged to carry bilingual dictionaries at all times. Bilingual dictionaries are available to students. We also provide an after-school program and Saturday Academy using ESL strategies and methodology. Though students in our ELL program have shown improvement on the NYSESLAT exam, the growing numbers of students from recently arrived immigrant families who lack a background in the English language and the large number of long term ELL students have presented a challenge to all subject teachers. The ESL teacher is currently actively teaching reading and writing through the Workshop Model approach. ELL students are mainstreamed into all subjects throughout the day. Content-area teachers working with ELLs receive professional development by both ESL coordinator and the IEP coordinator on useful methodology and pedagogy ELL students.

The content-area teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development and content-area ESL instruction related to mathematics, social studies and science. Scaffolding strategies is infused into the instruction of our ELL students. An integrated instructional program includes numerous opportunities for our ELL students to develop writing skills, linguistic development and become successful users of English. Audio equipment gives our ELLs more practice with listening skills, in conversation, improves comprehension, conversation and develops fluency. ELLs are provided with Native Language instruction through the use of multicultural classroom libraries and have access to supplemental educational materials that are aligned to the core curriculum. The use of a technology, smart board and laptop cart is readily available for all ELL's. All Freestanding content-area classrooms also use the Workshop Model. Small group instruction consisting of 15 students or less is possible at Mott Hall High School due to the leveled programming available to our ELLs. Based on the NYSESLAT scores and the increasing number of ELLs we have two beginner classes, one intermediate classes and one advanced classes. Our focus is on academic language and vocabulary development. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish level; Once a student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. This past year approximately 25% of our ELLs scored proficient on the NYSESLAT exam and we currently six ELLs that are SIFE. ELL programs are determined by grade level and course requirements. Though all students' schedules at the school are individually programmed, the 9th and 10th grade ELL's generally travel as a block to their core courses, with the exception of a few advanced ELL's. Student schedules tend to vary in their elective courses.

As it remains the mission and vision of Mott Hall High School to give each student the individual attention he/she needs in order to thrive in a caring and firm family-like atmosphere, support services for ELL students extend beyond the classroom. Additional support services available for ELL's at Mott Hall High School are as described below:

(a)Standardized Assessments: ELL's are offered their entitled test accommodations for all standardized (i.e., Regents) testing. These accommodations include time extensions (i.e., time and a half), separate locations and/or small group administration, and a third reading of listening selections for the ELA Regents exam. The test results are used to assess the academic and programming needs of ELL students, and to inform teachers for their instruction and preparation of ELL's for the exam.

(b)Academic Intervention and Support Services: Mott Hall High School's Student Intervention Team holds meetings daily to discuss students who have been referred by teachers as exhibiting need for academic interventions or other support services, such as ESL. The committee is composed of the guidance counselors, the social worker, the special education coordinator, and the ELL coordinator.

(c)SIFE Students: SIFE students are given extra support at our school, particularly through push-in/pull-out classroom support services. The focus of SIFE student services is to build literacy skills so that these students will be able to function at the level demanded of them in high school. In addition, SIFE students will be encouraged to enroll in after-school courses to receive additional instruction and support.

(d)Newcomers (less than 3 years) Plan: Newcomer ELLs will be given two periods of free-standing ESL class and be supported throughout their day by content teachers who use ESL methodologies in their lessons.. The students will be provided with native language materials as available in an effort to maintain and promote their native language proficiency. Newcomer students will also be given extra support for Regents preparation, particularly the ELA exam, through after-school preparation courses that will gear them for the exams.

(e)Long-Term ELLs and Extension of Services: Long-Term ELLs will be monitored by the ELL coordinator, guidance counselors, and subject area teachers in their academic progress. Focus will be granted to reading and writing development through their ESL class. They will be encouraged to enroll in after-school tutoring and Saturday Academy in order to help them pass their regents test.

(f)Special Needs Students: Special Needs students are given support services from SETTS, CTT, and ESL instructors, who remain in communication with each other about the progress of ELLs with special needs. As these students are placed in a CTT classroom environment, they are given both push-in and self-contained ESL instruction.

(g)Students Achieving Proficiency: Students who have achieved proficiency on the NYSESLAT and are no longer entitled to ESL services will still be monitored by the ELL coordinator to see if additional support is still needed to ensure academic success. These students will be encouraged to participate in academic reading and writing enrichment courses and activities. They will also still be given the testing accommodations granted to ELLs for two additional years.

(h)ELLs Who Require More Than 4 Years to Graduate: ELLs requiring more than 4 years to graduate are still entitled to all the support services the school offers, both in academics and guidance. These students are programmed to take the courses for which they need to receive credit or pass a Regents exam, and they can receive ESL support through push-in services or individual tutoring.

(i)Language Electives: ELLs at Mott Hall High School who have not earned the foreign language requirements for graduation are placed in Spanish classes during and after school. These classes prepare students for the Spanish Regents exam. In addition, there are Latin American History classes, which encourage Spanish literacy through a content area.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**



### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following making content comprehensible for ELLs, demonstrating strategies to use with ELLs, including Native Language support and enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth. Staff development in the area of ELL instruction will continue throughout the year through professional development workshops (i.e. QTEL) on effectively providing ELLs with a high quality State standards-based education. The ESL teacher will provide PD during common planning time to the staff on "Best Practices for ELL students." In addition, content area teachers will be supported through one-on-one meetings with the ELL and IEP coordinator on effective instructional strategies for ELLs.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as Spanish, Arabic, French when necessary. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual. We also conduct two parent orientations, one in the Fall and one prior to Spring, where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages. However, as newly enrolled ELLs come in throughout the year, our ESL and Parent Coordinator or will meet with their parents and inform them of their rights in regards to program selections. In addition the school holds PTA Monthly Meetings with bilingual translation, Award Ceremonies and School Concerts and Plays that promote parent involvement. The school provides parents with opportunities for ELL parents to attend workshops from Community Based Organizations as well. Parents needs are evaluated through one on one communication, workshops, and events or through students needs.

## Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									3	2	0	0	5
Intermediate(I)										3	7	2	0	12
Advanced (A)										3	2	1	3	9
Total	0	0	0	0	0	0	0	0	0	9	11	3	3	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	2	0	0
	I										0	1	0	0
	A										2	1	1	1
	P										6	7	2	2
READING/ WRITING	B										3	1	0	0
	I										3	8	2	0
	A										3	2	1	2
	P										0	0	0	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		0							0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	10	0	4	0
Math				
Biology				
Chemistry				
Earth Science	5	0	0	0
Living Environment	7	0	0	0
Physics				
Global History and Geography	2	0	0	0
US History and Government	4	0	1	0
Foreign Language	10	10	10	10
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

In analyzing the assessment tools the results imply that our ELL’s English language proficiency is limited primarily in reading and writing skills as opposed to listening and speaking. Since the majority, about 75% of the ELL’s at our school have received ESL services for more than 4 years, they have been able to acquire the verbal skills needed for English fluency however they are lacking the comprehension and reading skills needed for proficiency. The focus of ESL services this year will be placed on developing ELL academic English skills, particularly in the areas of reading and writing. Instruction will focus on building ELL literacy skills through the use of reading comprehension strategies, building academic vocabulary and text decoding.

The data also indicates that the ELLs are achieving a low overall Regents pass rate score. ELL’s require significantly more amounts of support and preparation for the Regents exams. This support will be delivered through more collaborative lesson preparation between the ESL and content area teachers, increased communication with ELL content area teachers, after-school classes and tutoring, Saturday Academy and Enrichment along with a closer and more frequent monitoring of ELLs’ school performance. Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries, to assist them during Regents exams.

As the majority of our ELLs are Spanish or French speakers, all of the ELL’s who took the Spanish and French Regents exam did extremely well. The preparation for this exam included Spanish and French language classes during the school day and after school. Given that the preparation for both the Spanish and French Regents exam build on most of our ELL’s native language literacy skills and that

**Additional Information**

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

**Part VI: LAP Assurances**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/10
	Assistant Principal		10/26/10
	Parent Coordinator		10/26/10
	ESL Teacher		10/26/10

	Parent		
	Teacher/Subject Area		10/26/10
	Teacher/Subject Area		10/26/10
	Coach		10/26/10
	Coach		
	Guidance Counselor		10/26/10
	Network Leader		
	Other		