



MOTT HALL BRONX HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X252

ADDRESS: 1595 BATHGATE AVE BRONX, NY 10457

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X252 **SCHOOL NAME:** Mott Hall Bronx High School

SCHOOL ADDRESS: 1595 Bathgate Ave, Bronx, NY 10457

SCHOOL TELEPHONE: (718) 466 - 6800 **FAX:** (718) 466 - 6801

SCHOOL CONTACT PERSON: David Tinagero **EMAIL ADDRESS:** dtinagero@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: David Tinagero

UFT CHAPTER LEADER: Tolani Britton

PARENTS' ASSOCIATION PRESIDENT: Gicary Peguero

STUDENT REPRESENTATIVE:
(Required for high schools) Moya Coleman

DISTRICT AND NETWORK INFORMATION

DISTRICT: _____ **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: John Sullivan

SUPERINTENDENT: Elena Pappaladerios

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
David Tinagero	*Principal or Designee	
Tolani Britton	*UFT Chapter Chairperson or Designee	
Ms. Martinez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Moya Coleman Tanisha Springer	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.

Mott Hall Bronx High School is dedicated to the academic and personal development of students who will become life long learners and our future leaders. Students are challenged to question, anticipate, and solve problems. Students are to assume personal responsibility for their learning and to emerge as life long learners and independent thinkers that are motivated by the pursuit of academic excellence, cultural experience and social responsibility. In order to achieve this mission Mott Hall implements the International Baccalaureate Programme, AVID, and Service Learning.

The staff of Mott Hall has constructed a number of non negotiables that help to articulate this mission to all members of the school community. These school-wide non-negotiables communicate expectations around the school, the staff, and the students, as well as curriculum, instruction and assessment. These non negotiables are:

School

- Constantly evolving for the better
- Change is commonplace
- Strives to fit student needs rather than expect students to fit to the school
- Seeks to address students academic, emotional, social, and material needs
- Has many structures for communication
- Is fun
- Its goal is to prepare students for 4 year colleges

Staff (Teachers and others)

- High expectations related to teaming and meeting
- Are self-reflective
- Are willing to embrace or adapt to change and move fast
- Are willing to work long hours and days in summer
- School staff seeks to address the inherent systems/problems that students bring with them.

Students

- Sense of being a family
- Have many needs (some which have been neglected)

Curriculum

- Teachers should have pre-planned units
- The implementation of units should be flexible and responsive (based on student learning needs)

- Curriculum should be public (shared and critiqued to informed revisions (enabling of shared expectations))

Instruction

- Should be differentiated, using multiple modes of instruction/learning, and including visuals (there should be no more than 20 minutes of lecture at any one time)

Assessment

- Should inform units and vice versa
- Should be teacher-developed or adapted
- Diagnostic should be used at least once a year and teachers should use that data to inform their instruction

It is through these non negotiables, that we hold ourselves accountable as a staff. We strive as a school to make the IB Programme an open access program which allows students to build their knowledge and supports them as they reach higher levels of achievement. Through the lens of IB, we work as a staff to design units in all grades which prepare students for the rigor of IB classes. The end result will be a curriculum which allows students to develop the skills needed to be access and be successful in higher level courses.

This year, Mott Hall is undertaking a new approach to discipline in which students, staff and all community members take responsibility for their own actions and for making Mott Hall a safe place. The program revolves around 4 types of safety (physical, psychological, moral and social) and ensuring that all members of the community work together to ensure that Mott Hall provides a safe environment in all areas of safety.

Students have received training in their advisory classes covering the 4 types of safety, and have been given examples of each, and examples of actions and situations in which that safety is threatened. At the end of the training, all students were asked to sign the enclosed contract and make a commitment to make Mott Hall a safe place for all.

It is important that the student understands how his or her action compromised the safety of the members of the school community. Therefore, every conflict between a staff member and student must be followed up on by the staff member as soon as possible. During this meeting, the staff and student will work together to identify the safety issues as well as the emotions which led to the problem. Together, they identify behaviors that the student and possibly the staff member will have to give up if they are to work together successfully and lay out a plan for working together successfully in the future. Finally, the student must answer the question: "How will you make this right?"

Mott Hall strives to implement its mission with all members of the school community. Staff members participate in Critical Friends Groups and Professional Learning Communities. The focus of Professional Learning Communities is determined by a staff interest survey. Areas of need are identified and staff members who are experts in that area conduct the PLCs. Both of these structures, along with whole staff meetings, content and content area meetings provide an environment conducive to professional growth and development of staff. In the same vein, Mott Hall has created a parent scope and sequence and curriculum comprised of workshops and experiences we believe are essential to a successful parent involvement in their child's schooling.

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				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					86.6	85.6			
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.3	98.3			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					71.7	73.7	64.8		
Grade 8									
Grade 9	105	85	85	Students in Temporary Housing: Total Number					
Grade 10	113	107	82	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	123	119	105		1	17	tbd		
Grade 12	0	102	113						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	341	413	385		7	5	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	8	21	Principal Suspensions	35	62			
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	14	10			
Number all others	14	23	15						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	8	21	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	28	36	30	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	5	(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	21	30	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	6	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	1	3	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.3	.2	0	Percent more than two years teaching in this school	14.3	26.7	TBD
Black or African American	34.9	34.4	33.2	Percent more than five years teaching anywhere	19	23.3	TBD
Hispanic or Latino	62.2	62.7	63.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.7	1.3	Percent Masters Degree or higher	71	63	TBD
White	.9	1	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.7	92.1	TBD
Multi-racial							
Male	45.2	46	48.3				
Female	54.8	54	51.7				

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 <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	X		
Ethnicity							
American Indian or Alaska Native							
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				4	4		

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	87.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	7.8	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	48.6	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	9	Quality Statement 5: Monitor and Revise	W
<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?
-

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.

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): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase Attendance to 90%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Attendance Team is composed of the assistant principal, social worker and parent coordinator and a teacher. The team will meet weekly to review data and determine plans of action for students in each category. Interventions include counseling, assigning of mentors to students, incentives, automated phone calls home, monthly letters to students, working with attendance teacher to conduct home visits and calling ACS. For overage students, planning interviews will be scheduled and students will work with Ms. Rhodes, the social worker to look at alternate options if the traditional route has been unsuccessful for them.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Time needs to be set aside in each team member’s job description for outreach and family support. The attendance team will work in conjunction with the Student Support Team (SST) and the Academic Intervention Team (AIT) to make sure students are referred to the appropriate support services. If possible, we will allocate money for our traditional attendance incentives (bus money for the free NETS tickets we receive), pizza parties for students with 100% attendance, award ceremonies.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Yearly attendance rate will ultimately determine success; however, the attendance team examines our numbers weekly to see if we are making the progress we need to.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase Community within the school and improve the school environment</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students: Student Government will meet weekly with the Principal to discuss the needs of the student body and will be empowered to help create a school with shared decision making. Weekly whole school community meetings will keep student body informed of the work going on in these meetings. Principal will also meet regularly with the Senior Year Committee. (Principal/Student Council President and Representatives) Parents: School will develop a parent curriculum and offer parents experiences we believe will help them to help their children be successful. Regular transcript and grades reviews, college readiness workshops and parenting workshops given by outside agencies will be offered. (Assistant Principal/Parent Coordinator) Staff: Ensure continued communication through staff handbook, weekly newsletter, and faculty meetings; elicit staff involvement in decision making through SST, AIT, Discipline Committee and teacher representation in major decision making. Set up structures for peer review and feedback so the staff learns to work collaboratively (see Goal: IB and improving best practices) Give staff opportunities to come together through holiday celebrations organized by the “sunshine committee.”</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title 1 Set Aside for parent involvement; common meeting time for teachers; reorganizing faculty meeting structure</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Scores on School Surveys will determine whether progress has been made with all constituent groups.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve our implementation of the International Baccalaureate (IB) Program</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum Writing Institute (CWI) and Assessment Writing Institute (AWI): A 3 day intensive curriculum development with vertical alignment within content teams; staff work backwards from the final IB assessment and create a 4 year scope and sequence which will prepare students for the rigors of the IB Programme. PLCs: Staff are surveyed to determine areas of interest and attend 6 week professional developments run by Mott Hall staff who are experts in areas such as IB, Curriculum and Assessments IB Middle Years Programme (MYP): Begin training staff for the implementation of the Middle Years Programme (MYP); begin application process IB Diploma Programme (DP) Continue to send staff to IB Diploma Programme training. Training: Ensure all staff receive training in IB MYP and DP</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per Session/Curriculum Rate Funds to pay staff to work at for CWI and AWI OTPS: Title 1 Set Asides for Highly Qualified Teachers Staff Travel: Ensure enough money is set aside for staff to attend trainings that may not occur in the immediate area. IB Annual Fees: Set aside money for application fees IB Test Fees: Set aside money to pay for student testing fees</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>IB rate of students continuing in program from junior to senior year will increase Success on final IB exams will increase Number of students applying to program in junior year will increase</p>

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 (SURRE)

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								
10								
11								
12								

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)	Description: Provide a brief description of each 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.).
ELA:	<p>Students coming in to Mott Hall at a Level 1 on ELA are enrolled in a Reading class using the program Voyager; students receive these supports until they are reading on grade level. Students who fail the ELA Regents are enrolled in a Regents Prep class which focuses students on skills needed to pass the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June. In addition, Mott Hall offers the following:</p> <p>Push in/Pull out services</p> <p>Advisory: Provides students with study and time management skills</p>
Mathematics:	<p>Students who come into Mott Hall with Level 1 or 2 in Math are enrolled in a Math Foundations class which will give them the base needed to be successful in Algebra the following year. Students who fail the Algebra Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June. In addition, Mott Hall offers the following:</p> <p>Push in/Pull out services</p> <p>Advisory: Provides students with study and time management skills</p>
Science:	<p>Students who fail the Living Environment Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June. In addition, Mott Hall offers the following:</p> <p>Push in/Pull out services</p> <p>Advisory: Provides students with study and time management skills</p>
Social Studies:	<p>Students who fail the History Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June. In addition, Mott Hall offers the following:</p> <p>Push in/Pull out services</p> <p>Advisory: Provides students with study and time management skills</p>

At-risk Services Provided by the Guidance Counselor:	College Advisement beginning on 11th Grade
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Social worker works with small groups of at risk students; students work on pre- determined goals; at risk students are referred to the SST and a plan is made
At-risk Health-related Services:	

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.

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:** 31 LEP _____ Non-LEP

Number of Teachers 1 ESL Teacher **Other Staff (Specify)** General education Teachers

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.

Mott Hall Bronx High School has a Freestanding ESL program that provides instruction via the push-in, pull-out or collaborative models depending on the needs of the ELL population. Students are grouped heterogeneously across all grade levels. Our 9th grade ELLs receive instruction via the push-in model. Our 10th and 11th grade ELLs receive instruction via the collaborative model. Our 12th grade ELLs receive instruction via the pull-out model.

Our programmer and ESL teacher work together to ensure that all ELLs are receiving the mandated number of instructional minutes. The ELA classes are strategically programmed in advance to allow the ESL teacher to meet the necessary requirements across all grade levels. All ELLs are scheduled so that they receive the mandated hours of ESL services and content instruction.

87% of our ESL population receives NLA instruction and support on a regular basis in their foreign language class. Unfortunately, some ELLs do not receive as much NLA support because we do not have the capacity at our school to offer multiple foreign languages. However, we supplement instruction with native language-based materials as needed.

In the push-in model, the ESL teacher works with the content teacher via the SIOP model. Our 9th grade ELLs are grouped together in a smaller ELA class with underperforming non-ELLs. We implement a remedial reading program, Journeys III, which is specifically designed to help underperforming secondary students succeed. We explicitly teach vocabulary, reading comprehension strategies and writing skills in a real world context. We offer multiple activities and projects to extend language acquisition in all four modalities. The ESL teacher works with the ELLs to target specific language acquisition learning objectives in addition to the content. We simultaneously work with students on developing their BIC skills and CAL proficiencies. The ESL teacher also assists in preparing lesson plans and modifying the curriculum to address the learning needs of ELLs.

In the collaborative model, the ELA and ESL teacher work together to implement the reader's and writer's workshop model in 11th grade English and to prepare both the ELLs and non-ELLs for the Regents Exam in June 2011. We collaboratively develop and deliver an inquiry-based curriculum that engages all students in meaningful, effective ways. The ELA teacher leads the mini lessons and models writing, while both the ELA and ESL teacher circulate during "real time" reading/writing and peer-to-peer "reflection time." The workshop model allows the ESL teacher to conference with ELLs throughout the writing process on a daily basis. ELLs are given opportunities to write in a variety of genres and to develop literary analysis skills. The ESL teacher supports the ELA teacher in modifying instruction, materials and assessment to better fit the needs of ELLs. All students are additionally assigned a targeted grammar education plan for which students focus on improving specific skills. The ESL teacher supports and works with the ELLs to build language acquisition and proficiency across all modalities.

In the pull-out model, the ESL teacher works with 12th grade ELLs on maximizing content comprehension and building literacy skills for the high-stakes, Regents-bearing courses. Two of our ELLs in 12th grade are at risk of not graduating in June 2011 because of low test scores and two are seeking higher test scores to qualify for a Regents Diploma. The ESL teacher uses New York State standards-based resources from Triumph Learning's Coach Program, including Ladders to Success on the Regents in Reading and Writing and Global History Regents Coach, in order to prepare for the Regents Exams in January. We reinforce and review the content presented in class via sheltered instruction.

In all three instructional models, the ESL teacher and content area teachers frequently use the following sheltered instruction methods to make content comprehensible and accessible to ELLs:

- Communicate learning (and language) objectives and agenda to students clearly and visually.
- Make texts, handouts and visuals accessible to all students without “watering down” the content.
- Use graphic organizers and schematic visuals to help students understand both the parts of and whole concept.
- Use guided notes and pre-prepared outlines to help students take notes in an organized manner.
- Emphasize annotating (highlighting, underlining, taking marginal notes, asking questions, etc.) as a reading comprehension strategy across all content areas.
- Supplement lessons with hands-on manipulatives, realia, multimedia (film clips, songs, etc.), visuals (pictures, charts, overheads, maps, timelines, etc.), step-by-step demonstrations, and related materials to make lessons clear and meaningful.
- Make connections to students’ prior knowledge and past experience to new concepts and content.
- Review and contextualize key vocabulary terms that are critical to understanding the lesson’s and unit’s concepts.
- Use cloze sentences to teach and review vocabulary in context.
- Use multiple modalities to expose students to new terminology and to increase retention.
- Encourage students to self-select vocabulary words to look up and learn in their own writing.
- Build content-specific word walls to display and revisit key vocabulary words throughout units.
- Present visual representations of vocabulary for students to associate meaning with the words.
- Use speech that is appropriate to the students’ proficiency level and model correct English.
- Present instructions visually and orally in an organized, step-by-step manner.
- Demonstrate correct use of the language via think-aloud and read-aloud instructional methods.
- Use scaffolding techniques throughout the lesson
- Use a variety of grouping structures to encourage peer-to-peer interaction and cooperation (whole class, small group, and partnering).
- Use a variety of question types to promote students asking a variety of questions.
- Use a variety of instructional strategies to present content in new and engaging ways.
- Encourage cooperative learning activities and opportunities for students to work together.
- Give students frequent opportunities to practice reading comprehension and learning strategies.
- Give students frequent opportunities to apply knowledge in order to master content concepts and language skills.
- Give students regular feedback to students to clarify, discuss, and correct responses.
- Integrate all language modalities and learning styles into lesson plans on a regular basis.
- Develop unit and lesson plans that engage students in a meaningful, effect way.
- Differentiate instruction and assessment based on student abilities.
- Review key concepts during and at the end of lesson and check for learning informally and formally.
- Provide students with multiple assessments – informal, formal and authentic – to demonstrate mastery of the content objectives.

For SIFE ELLs and newcomers with beginner levels of proficiency, we offer explicit reading instruction with an emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We additionally focus on word-level skills via decoding, spelling, learning sight and high frequency words, producing simple sentences and using total physical response (TPR). We concentrate on establishing a foundation of BIC skills before attempting to build their CAL proficiencies.

For SIFE ELLs and newcomers with intermediate and advanced levels of proficiency, we promote language acquisition, reading comprehension and content literacy via sheltered instruction in the push-in, pull-out and collaborative teaching models as described above. As soon as we have established a foundation of BIC skills, we begin building their CAL proficiencies in an effort to help our newcomers become more self-sufficient, independent learners in the classroom.

For SIFE ELLs and newcomers, we have set up an informal buddy program, in which we pair up newcomers with a student from the same country to help them acclimate and adjust to their new surroundings. We also have a procedure in place for incoming SIFE and new students to meet with a guidance counselor, the ESL teacher and the student to address their learning needs and to appropriately design a program that best fits their needs. We offer flexible scheduling and alternative means of gaining credit to 11th and 12th graders who are interested in occupational, career-awareness programs such as Co-Op Tech at BOCES.

For ELLs receiving 4-6 years of services, the ESL teacher works with individual students to identify their areas of weakness in all four modalities. As a result, the students can work on becoming proficient independently. We assess where the ELLs are still lacking in BICS and CALP and address their needs accordingly. The ESL teacher and content teachers attempt to address their deficiencies in the classroom via sheltered instruction methods.

For Long-Term ELLs, we traditionally emphasize literacy. Our LTE's typically have already reached proficiency in listening and speaking but continue to struggle achieving proficiency in reading and writing. Since passing the Regents Exams and all graduation requirements take precedence, the ESL teacher supports LTE's in Regents-bearing courses via sheltered instruction methods.

Currently, we have 4 ELLs in self-contained special education classrooms who receive double periods of ELA and social studies instruction in addition to ESL support to make learning as comprehensible and accessible as possible. We emphasize building reading comprehension and writing skills in every content area in an effort to reduce their deficiencies. If and when we have special needs ELLs who are ready, willing and able to be integrated in the general education classroom, then we work with those students to mainstream them into a content area that plays to their strengths as a student.

We have a number of intervention programs for ELLs and non-ELLs who are struggling in ELA, math, and other content areas. We have an Academic Intervention Team (AIT) that reviews whole school data to identify struggling students and to prescribe interventions to prevent students from failing their classes. We also have a Student Support Team (SST) that considers possible behavior and personal issues that might be affecting student learning. Both teams are designed to help ELLs succeed in the classroom. If there is an attendance issue, we similarly have an Attendance Team that functions to reach out to parents and students. We offer Homework Help sessions three days a week for individual and small group tutoring for all content areas. The ESL teacher is also available for assistance. We implement the AVID curriculum at all grade levels in order to instill better organizational, study and time management skills in our students. The AVID teachers work with students to reflect on past performance and to set goals for future improvement. We offer Saturday School sessions in preparation for the Regents Exams in both January and June during which ELLs are expected and encouraged to attend.

After achieving proficiency, former ELLs continue receiving transitional academic support in whatever capacity needed. The needs vary depending on the student. The ESL teacher continues to work with former ELLs to pass any remaining Regents Exams and to fulfill all graduation requirements. All ELLs continue to receive the appropriate testing accommodations for two years after reaching proficiency on the NYSESLAT.

The AVID curriculum is not new this year either, however, the ESL teacher plans to work closer with AVID teachers to help ELLs set realistic and attainable goals. We have expanded our use of the Journeys III reading program this year to include both a 9th and 10th grade ELA class based on its success last year. We have similarly expanded the Creativity, Action, Service (CAS) component of the IB program to the 9th graders. Students are required to complete a set number of CAS hours per quarter and for the year. Our 9th grade ELLs will seek out opportunities to be creative, to be active and to give back to the community. Additionally, the ESL teacher will start an SAT preparation program for the 11th grade ELLs to improve the vocabulary, reading comprehension, writing and math skills that will be tested in May 2011.

No services will be discontinued.

Mott Hall offers the International Baccalaureate (IB) program to all students who wish to apply and participate in the program. We currently offer the diploma program for 11th and 12th grade students and are in the process of applying for the middle years program (MYP) for 9th and 10th grade students. We offer multiple levels of academic support to ELLs and non-ELLs in order to perform and succeed in their IB classes. Mott Hall offers a variety of afterschool and extracurricular activities to all students, including programs such as Art Studio Hours, BuildOn, Chess Club, Chill, Dance Club, Double Dutch Club, Homework Help, Kaplan SAT Prep, Ping Pong Club, Yearbook, and so on. Students can also participate in campus-wide sports teams including volleyball, cross country, basketball, wrestling, track, baseball, softball, and rugby. Students additionally have equal access to participate in Student Council as elected class representatives.

At Mott Hall, teachers are encouraged to use technology and a variety of curriculum resources to address the learning needs of ELLs.

- We have multiple laptop carts available for whole class and individual student instruction that are used to promote computer literacy.
- We have LCD and overhead projectors in every classroom to provide ELLs with a visual representation of the content.
- We share SmartBoards between classrooms to present content both visually and interactively.
- We use a remedial reading program, Journeys III, to provide underperforming students with the skills and instruction necessary to succeed at grade level. Journeys III involves a multimedia approach to instruction and requires regular use of technology to review, extend and assess student learning.
- We use Triumph Learning's Coach Program to support Regents-bearing teachers with scaffolded activities and study aids to reinforce the content.
- We use audio books to supplement ELA instruction whenever possible and to build on reading and listening comprehension skills.
- We have a campus library with a wide range of books and resources to address student interests across all proficiency levels.

87% of our ESL population receives NLA instruction and support on a regular basis in their foreign language class. Our 9th grade ELLs take a Spanish placement test in the beginning of the school year to determine eligibility for Native Spanish. The Native Spanish teacher prepares students for the Regents Exam at an accelerated pace. The students, who score a mandatory 85 or above, are eligible to take the more advanced Native Spanish classes. Our 10th and 11th grade ELLs continue to take Spanish literature classes which offer continued native language support, reinforce language acquisition and build literacy skills. The goal for native speakers is to achieve full proficiency and competence in reading and writing Spanish. For students, who score below an 85, we offer regular Spanish classes which prepare students for the Regents in two years via the Teaching Proficiency through Reading and Storytelling (TPRS) method. Unfortunately, some ELLs do not receive as much NLA support because we do not have the capacity at our school to offer multiple foreign languages. However, we still supplement instruction with native language-based materials as needed. On the Regents Exams, when possible, ELLs are provided with an English and native language version of the exam in addition to a glossary.

Both our services and resources correspond to our ELLs' ages and grade levels. Our ELLs are placed in grade-level classes and receive ELA and ESL instruction accordingly. For our students below grade level, we have adopted a curriculum specifically designed for struggling secondary students. The content, therefore, keeps our students engaged in a meaningful, effective way. We differentiate instruction and assessment in all classrooms to address the different needs and levels of our ELLs.

Mott Hall offers a weeklong orientation in August to help new students become familiar with their new school environment. We have teachers run sessions surrounding our rules and expectations and a typical day at Mott Hall in preparation for what's to come in September. We also have students take both a Spanish and ESL placement exam to better understand their abilities and to schedule them accordingly. Current upperclassmen come in to meet the new 9th graders and to give them a tour of the building. Throughout the week, we run teambuilding activities to help ELLs and non-ELLs alike to get to know each other. Additionally, in the beginning of the school year, we try to plan a whole school event to encourage students to participate in their new social setting.

We offer two four-year Spanish language sequences to all students. We have one track that allows native speakers to take Native Spanish 1 & 2 and IB Spanish 1 & 2 in order to become fully bilingual in all four modalities. We also have a traditional foreign language sequence that allows non-native speakers to take Spanish 1 & 2 and IB Spanish 1 & 2. The upper level Spanish classes are designed to build literacy skills, to expose students to different Spanish cultures and to communicate in another language.

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.

The ESL teacher, Diane Yacenda is trained in the SIOP model of sheltered instruction, and continues to take advantage of ELL training she is offered through the DOE. Diane has also been trained in AVID, IB, and MYP to better understand how our school programs can better fit the needs of our ELLs.

The ESL teacher works with content area teachers during common planning time on best practices for ESL students. Mott Hall offers after school professional development through Professional Learning Communities. One of the 6 week modules offered to staff is "Best Practices for English Language Learners." In addition, Mott Hall staff has a whole staff meeting every 8 days. 6 of these meetings throughout the year are focused on curriculum and looking at student work and designing interventions and learning strategies for working with struggling students. 6 of these meetings are dedicated to the "kid talk" protocol described above. Through these staff meetings, staff are able to engage with strategies for addressing the needs of English Language Learners. The staff meetings, common planning time and Professional Development combine to meet the required 7.5 hours of ELL training.

Section III. Title III Budget

School: 09X252 BEDS Code: 320900011252

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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

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.
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 data patterns suggest that our ELLs take longer to reach proficiency in reading and writing more than in listening and writing. We have over 60% of our ELLs reaching proficiency in listening/speaking and 35% reaching an advanced level. While, on the other modalities, we have 50% of our ELLs reaching advanced in reading/writing and 45% reaching an intermediate level. We are constantly striving to find new and better ways to engage our students meaningfully. These patterns reinforce the need for our current instructional strategies to continue building literacy skills in all content areas.

While our initial data is encouraging on many levels, the number of students not making progress is indicative of our need to better address each modality. Across grade levels it is difficult to identify specific trends in proficiency.

- Of 35 ELLs, 30 made progress from last year's NYSESLAT to this year's score.
- In Speaking, 31 students have made progress.
- In Listening, 29 students have made progress.
- In Reading, 29 students have made progress.
- In Writing, 27 students have made progress or stayed in the same range.

Overall, our ELLs are performing well on the Regents exams. Most students are on track to graduate with Regents diplomas. We have an average of 78% of ELLs passing six different Regents exams – Comprehensive English, Algebra, Living Environment, Global History & Geography, U.S. History & Government, and Spanish. Students are passing the reading and writing exams just as well as the math and science exams. Our students' success on the Regents exams suggests that the sheltered instruction methods we have implemented in the content classrooms are working. We will continue to build literacy via sheltered instruction in Regents-bearing courses.

For each content area, we only have a few remaining ELLs who have not passed the exam yet. Those students that are in need of supports specific to their needs receive those supports. While Regents data and credit accumulation data is important, we also have clear needs in each modality represented on the NYSESLAT exam. Our instructional model is designed to address those needs.

In addition to Regents and NYSESLAT data, we periodically assess all students in all content areas throughout the year. The content area teachers design assessments to determine how well students have mastered the content objectives and skills that were covered. Our periodic assessments are aligned to state standards and formatted like the Regents when applicable. After each assessment, content teachers analyze the results to shape future instruction. We reflect on our teaching and devise Action Plans to address our findings. We plan how we are going to provide relearning, remediation and/or enrichment opportunities for our students. The ESL teacher will work with content area teachers throughout the year to monitor our ELLs' performance on periodic assessments and to make suggestions to meet their needs. We will look for trends as the data comes in to ensure our instruction adapts to fit all students.

Our goals based on the trends we have identified include...

1. To examine students work with a lens toward shortening the gap between high achieving students and those ELLs that are struggling. Through the use of protocols which all staff members have received training in, we are able to identify the instructional needs of our ELL students. Those methods are tested in subsequent lessons/assessments, reflected upon, and revised to better meet the needs of those students. The data and work from our periodic assessments is a major contributor to this conversation.

2. "Kid Talk" protocol. All staff members engage in a scaffolded discussion which examines all relevant documents to an EL student's success. These documents include transcripts, teacher anecdotes, teacher created assessment data, write-ups, attendance history, report cards, progress reports, etc. The information gathered is reviewed by all the teachers of the ELL student. A discussion ensues which results in the creation of goals for the teachers in developing curriculum to meet the needs of the student. The students is brought into the conversation and a plan of implementation is developed for that student.

3. Goal Setting: The AVID teacher works with each ELL student to identify SMART goals for the student's achievement. The data used in this process is largely based on student work sample, tests, and report cards/transcripts. The teacher tracks students performance against these goals. While our ELL students are working towards these goals the teacher provides support in the form of time management strategies, organizational skills, and academic language support.

We base our program success on the following factors...

1. student success rate on Regents, NYSESLAT, and report cards, and credit accumulation, report cards, and progress reports
2. ability of teachers to effectively meet the needs of the students
3. ability of administrators to meet the needs of teachers
4. teacher feedback from professional development sessions
5. Formal and informal observations
6. Student success on teacher created assignments

Part B: Strategies and Activities

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.
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.
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>.

In addition to parental communication surrounding our ESL program, Mott Hall works to involve parents in all aspects of school life. Mott Hall sends home all communication, including phone calls in two languages, English and Spanish, and offers translation at all parent meetings. When necessary, Mott Hall makes use of the translation unit at the DOE. Our parent coordinator speaks English and Spanish and works closely with all parents, including ELL parents to involve them in the school. We annually host a family dinner, fundraising events and grade specific meetings for parents. This year, we are combining grade specific meetings to two Parent Night and Potluck Dinner in which parents attend grade specific sessions and then choose from several sessions which communicate opportunities for students at Mott Hall and offer support for parents as they face the challenges of raising teenagers. We work with the Bronx District Attorney's office to offer workshops such as "Safety of the Internet" and "Gang Awareness" for parents. In addition, Mott Hall runs regular focus groups to evaluate the needs of and get feedback from parents as we work toward continual school improvement. Translation is also provided for these focus groups. Parents are invited to all school assemblies, act as volunteers for school events such as picture day and are asked to chaperone school trips and dances.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:	2411	1094	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,053	*	
4. Enter the anticipated 10% set-aside for Professional Development:	10,255	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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 Bronx 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 (ESSEA) (participating students), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved students 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 the school year 2009-2010.

Part 1: School Parental Involvement Policy

1. General Expectations

Mott Hall Bronx High School High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(b) of the ESSEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, a 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 a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of title I, Part A funds reserved for parental involvement is spent.
- The school 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---

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school
- 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; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Informational and Resource Center in the State.

2. Description of How School will Implement Required Parental Involvement Policy Components

- Mott Hall Bronx High School High School will take the following actions to involve parents in the joint development of its school parental Involvement Plan under section 1112 of the ESEA:
 1. All parents will be given the opportunity to be involved in the School Parental involvement Plan by communicating the school's intent through letters and telephone.
 2. All parents will be encouraged to participate in parent association meetings.
 3. Parents will be invited to periodic parental workshops in the school .
 - Mott Hall Bronx High School High School will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 4. As part of the School Leadership meetings, the parent constituents will communicate any school review or improvements discussed at the meetings with all the parents through telephone and mail.
- Mott Hall Bronx High School High School will provide the following necessary coordination technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 1. Parents will be contacted after each of six marking periods, should the student fail a major subject.
 2. Students will be able to receive academic support through extended time and after school tutoring.
 3. Parents will receive updated promotional requirements for graduation and grade promotion.
 4. Parents will be provided with graduation requirement workshops in which they will be allowed to review their child's transcript and see how they are progressing toward graduation.
 5. Mott Hall will provide babysitting and metro cards to parents to reduce barriers to parental involvement

- Mott Hall Bronx High School will take the following actions to conduct, with the involvement of parents' an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 1. Parents are given surveys in the beginning of each year asking for
 - When is the most convenient time to hold meetings (when are you most likely to attend)
 - What prohibits you from attending (childcare, transportation, scheduling)
 - What types of parent workshops are you interested in and do you have any suggestions for parent workshops?
 2. These surveys will be given to all parents at parent-teacher conferences, P.T.A. meetings, and parent workshops.
 3. Parents will be allowed to attend a series of meetings led by the P.T. A. which will describe the results and follow-up of the parent surveys.
 4. Mott Hall will hold several feedback sessions and focus groups for parents throughout the year in which parents have an opportunity to give feedback on all areas of the school.
- Mott Hall Bronx High School High School will build the schools' and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve students academic achievement, through the following activities:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The state's academic content standards
 - The state's student academic achievement standards
 - The State and local academic assessments including alternative assessments, how to monitor their child's progress, and how to work with educators

The aforementioned will be provided through parent workshops at the Region and school, and through the use of flyers.
 - b. The 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:
 - Attendance Improvement classes for parents of truant students
 - Computer literacy classes for parents
 - Resources for the parents in their community for literacy and GED classes.
 - c. The school will, with the assistance of its parents , educate its teachers, pupil services, principal 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:
 - Telephone contacts
 - Written notifications
 - Parent-teacher conferences
 - Attendance at P.T.A. meetings
 - d. The school will, to the extend feasible and appropriate, coordinate and integrate parental involvement programs and activities with parent recourse centers, that encourage and support parents in more fully participating in the education of their children by :

- Frequent contact by the parent coordinator via telephone contacts and letters send home.
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other requests, and, to the extend practicable, in a language the parents can understand:
 - All telephone and mail contacts will be provided in Spanish and English
 - A translator will be provided at all parental meetings including the parent-teacher conferences and PTA meetings.

111. Discretionary School Parental Involvement Policy Components:

The School Parental Involvement Policy will include the following discretionary activities in order to support the students’ academic achievement listed under section 1118(e) of the ESEA:

- Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teacher or other educators , who work directly with participating children, with parents who are unable to attend those conference at school;
- Adopting and implementing model approaches to improve parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities, and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs. This policy was adopted by Mott Hall Bronx High School on June 20, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before June 28, 2011.

Required School-Parent Compact Provisions

School Responsibilities:

Mott Hall Bronx 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 students academic achievement standards as follows:

 - a. Students will be provided with a safe environment that is free of obstacles that impede learning such as bullying or fighting. All staff and students will receive lessons on what it means to be in a safe environment. Students are asked to sign contracts and commit to making the school a safe place morally, socially, psychologically and physically. All conflicts between students, and between staff and students require a follow up conference in which students identify which areas of safety they violated, and make a plan for the future and a commitment to make what he/she did better.
 - b. Through consultants, the Assistant Principal of Curriculum and Instruction, the instructional coaches, staff meetings and after school professional learning communities, staff receive professional development and practice in designing high quality curriculum and assessments. All periodic assessments require data analysis and the creation of an action plan to address areas of weakness and enrich students who are excelling.
- 2.** Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March of that school year.
- 3.** Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

 - a. Six progress reports will be given to the parents detailing both academic and character grades that support learning. Additionally, parents will be provided access to Mott Hall's on-line grade system so they can log in and check student progress regularly.
- 4.** Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

 - a. Parents will be able to make appointments with specific teachers in order to discuss the progress of their child.
- 5.** Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities when this is discussed with set teacher and principal ahead of time.
- 6.** Involve parents in the planning, review, and improvement of the school's parental involvement, in an organized, ongoing, and timely way.
- 7.** Involve parents in the joint development of any Schoolwide Program Plan in an organized, ongoing, and timely way.
- 8.** Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs and to explain the Title 1, Part A requirement, and the right of parents to be involved I Title 1, Part A programs. The school will convene the meeting at convenient time to parents, and will offer 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 1, Part A programs, and will encourage them to attend.
- 9.** 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 extend practicable, in a language that parents understand.
- 10.** Provide to parents of participating children information in a timely manner about Title 1, 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.
- 11.** On the request of parent, 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.

12. 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.
13. 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 1.

Parent Responsibilities:

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, when appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district wither received by my child or by mail and responding, appropriately
- Serving, to the extend possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, The District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

Mott Hall Bronx High School will conduct a thorough examination of State Assessment data, course pass rates, attendance rates, periodic assessment scores, student, discipline data and parent and teacher surveys. See narrative on page ____.

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.

Mott Hall implements the following schoolwide reform strategies:

- 1) Mott Hall Bronx High School provides additional instruction in the following ways
 - a. Summer bridge programs
 - b. Summer school for students who failed courses
 - c. Saturday School for Regents Preparation
 - d. After School Instruction in subject specific areas
- 2) Mott Hall offers an open access International Baccalaureate Programme. All students who complete the application process have the opportunity to enroll in rigorous college level courses which can gain them college credit. The rigor of the program also provides students with a base knowledge of what is expected in college and allows them to enter college more prepared for the level of work expected of them.
- 3) The Academic Intervention Team (AIT) exists to identify students who are struggling and falling behind academically and provide targeted interventions. All students failing core courses required for graduation are placed on academic probation. This process includes a parent meeting, mandated after school homework help in order for students to return to good standing.
- 4) Students are administered periodic assessment 6 times per year. After each periodic assessment, an in depth data analysis is done in which teachers identify struggling students and general areas of weakness. An action plan is then designed to address areas of deficiencies.
- 5) All students participate in advisory programs. These classes function as a time to teach students strategies to be successful in school. Beginning in 11th grade, the class focuses on the college research and application process with the 12th grade curriculum entirely dedicated to the college application process.

3. Instruction by highly qualified staff.

All staff at Mott Hall has been deemed “Highly Qualified” and all incoming staff has also been deemed “Highly Qualified”

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.

All staff at Mott Hall Bronx High School participate in the International Baccalaureate training. During regular staff meetings, staff receive professional development on Curriculum design and publicly share curriculum, units and lessons and elicit feedback through a set protocol.

Additionally, Mott Hall offers Critical Friends Groups, and Professional Learning Communities for professional development, as well as the opportunity to participate in the Communities for Learning Fellowship, a program which brings together a diverse group of teachers, administrators, staff developers, students, university faculty, and other educators, who carry with them their organizational and personal needs as well as their interests, passions, expertise and questions. Participants in both Fellowship programs come together in their commitment to improving adult, student and organizational learning. Their time in the program enables them to learn about the ARCS framework for continuous improvement, to deepen their areas of expertise, and package their learning – and use it all to improve the lives of people who work in and for schools.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

An updated website, and ad in the New York Times, the Open Market Transfer System and a rigorous interview process have helped us attract highly-qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Mott Hall’s mission for parent involvement aligns with the mission of the school. We aim to create a community in which all stakeholders are lifelong learners. We want all members of the community including parents to know that Mott Hall is a place which values their involvement and offers support in areas of need. To that end, we have worked to survey parents and provide them with programs to meet their needs. This involves a parent curriculum which addresses the needs of parents raising teenagers in the South Bronx. Bi-annual Parent Nights offer parents access to workshops such as “Is your child on track to graduate.” In addition, we partner with the Bronx District Attorney’s Office to provide parents access to workshops on “Gang Awareness” and “Protecting your Children on the Internet,” and with organizations such as Daytop to offer parents information and awareness on substance abuse. Our own social work department also provides workshops and parent groups focused on supporting parents in their struggle to keep their students successful in school.

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.

NA

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.

Integrated into our professional development is the opportunity for teachers to engage in decision-making around assessments and their use, and regular kid-talk facilitated by our counselor and social worker.

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.
 - 1) Periodic assessment data, progress report (every 5 weeks, report cards and attendance data used by the Academic Intervention Team (AIT) to identify at-risk students early. Push-in and pull-out services as well as team teaching services are provided immediately and throughout the year. After-school academic programs have rolling enrollment, so students with and identified need can be enrolled in a timely fashion.
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.

The School Leadership Team and other school-based personnel meet regularly to ensure coordination of services. Relationships exist with many federal agencies to support students and their families. If a need arises in which we do not already have a contact at an agency, our social work team reaches out to their many contacts and is referred immediately to a source of help.

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	Program Funds Are	Amount Contributed	Check (✓) in the left column below to verify that
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	the school has met the intent and purposes ² 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

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.

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.

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: _____ **SURR³ 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.

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: _____

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.

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

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>

Part A: FOR TITLE I SCHOOLS

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

Students in Temporary housing receive the following:

- 1) Counseling services
- 2) Assistance with uniform purchase
- 3) Students are given supplies
- 4) After School Program
- 5) Assignment of mentor to track student

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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Mott Hall Bronx High School								
District:	9	DBN:	09X25	School		320900011252			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade		
	2		6		10	v			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				86.6	85.6	88.5
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				96.3	98.3	98.1
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	0	0	0				71.7	64.8	64.8
Grade 8	0	0	0						
Grade 9	85	85	90	Students in Temporary Housing - Total Number:					
Grade 10	107	82	92	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	119	105	77				1	17	8
Grade 12	102	113	99						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	413	385	358	<i>(As of October 31)</i>			2007-	2008-	2009-
							7	5	0
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	8	21	21	Principal Suspensions			35	62	72
# in Collaborative Team Teaching (CTT)	0	0	5	Superintendent Suspensions			14	10	7
Number all others	23	15	22						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants					
<i>(As of October 31)</i>	2008-	2009-	2010-				0	0	0
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	36	30	TBD	Number of Teachers			21	30	24
# ELLs with IEPs	0	5	TBD	Number of Administrators and Other Professionals			5	6	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			0	0	0

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007- 1	2008- 3	2009- 14		2007- 100.0	2008- 100.0	2009- 95.7
				% fully licensed & permanently assigned to this			
				% more than 2 years teaching in this school	14.3	26.7	58.3
				% more than 5 years teaching anywhere	19.0	23.3	29.2
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008- 00	2009- 10	2010- 11		71.0	63.0	79.2
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	81.7	92.1	95.1
Black or African American	34.4	33.2	29.3				
Hispanic or Latino	62.7	63.1	68.7				
Asian or Native Hawaiian/Other Pacific	1.7	1.3	1.4				
White	1.0	1.0	0.6				
Male	46.0	48.3	46.1				
Female	54.0	51.7	53.9				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-							
Years the School				2007- v	2008-09 v	2009- v	2010- v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

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

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	-

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	-	
Ethnicity							

American Indian or Alaska Native							
Black or African American				v	v	-	
Hispanic or Latino				v	v	-	
Asian or Native Hawaiian/Other Pacific				-	-		
White				-	-		
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-		
Economically Disadvantaged				v	v	-	
Student groups				4	4	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	89	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	19.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	53.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
v = Made AYP				U = Underdeveloped			
vSH = 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

**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 Replications	District 09	School Number 252	School Name Mott Hall Bronx HS
Principal David Tinagero		Assistant Principal Mary Fitzmaurice-Barnes	
Coach Kathryn Malloy		Coach Stephanie Zaccardo	
Teacher/Subject Area Diane Yacenda/ESL		Guidance Counselor Sandra Rhodes & Greg Birchett	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Gicary Peguero	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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

C. School Demographics

Total Number of Students in School	364	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	8.52%
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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.

Students who are newly enrolled into the New York City system are screened as per the NYS LEP identification process: HLIS is filled out during interviews in English and the home language; if language spoken at home is other than English, the student is assessed with the LAB-R, scheduled for services, and administered the NYSESLAT in the spring. If the student scores proficiently on the LAB-R, no services are provided. Students are administered the NYSESLAT until they achieve proficiency. Diane Yacenda, our ESL teacher conducts interviews. She is trained in language identification procedures. She and Stephanie Zaccardo (testing coordinator) conduct all subsequent testing and are trained to administer these exams.

Mott Hall provides multiple opportunities for parents to learn about the programs offered here. We provide both orientation and information sessions. The dates and times of these sessions are communicated via phone calls, translated letters sent via mail, backpack, and email. Parents are sent a translated program survey and description of program options. These surveys are also available at our information sessions. During these sessions, administrators and the ESL teacher are available for questions. Parent attendance at information session has been low in years past. We have addressed this by scheduling the session at the same time as student events or Parent Association meetings. We offer food and other incentives to get parents to join us. We call home to let forms be returned, the default program for our ELLs is Freestanding ESL as per CR Part 154.

Mott Hall Bronx High School has a Freestanding ESL program. Due to our size we are limited to the number of programs we can effectively offer. We communicate this information in multiple languages as appropriate. We have received students for whom we do not offer the appropriate program. For these students we have worked closely with the office of student enrollment and the family to ensure proper placement for the student. If a majority of parents choose a program that we do not offer, we would offer that program to meet those needs.

This year, five parent surveys were returned and the preference for each was Freestanding ESL.

Our program models are driven by student selection, staffing, and schedule. If our parents chose an alternate program we would accommodate their requests. We have been able to provide appropriate placement for all of our students.

Part III: ELL Demographics

A. ELL Programs

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

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language														0

(50%:50%)														
Freestanding ESL														
Self-Contained														0
Push-In										1	1	2	1	5
Total	0	0	0	0	0	0	0	0	0	1	1	2	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	4
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	19

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										0
Dual Language										0
ESL	4	1		8	4	1	19	1	3	31
Total	4	1	0	8	4	1	19	1	3	31

Number of ELLs in a TBE program who are in alternate placement:

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
TOTAL	0													

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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										10	2	10	5	27
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other												2		2
TOTAL	0	10	2	12	7	31								

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.

Mott Hall Bronx High School has a Freestanding ESL program that provides instruction via the push-in, pull-out or collaborative models depending on the needs of the ELL population. Students are grouped heterogeneously across all grade levels. Our 9th grade ELLs receive instruction via the push-in model. Our 10th and 11th grade ELLs receive instruction via the collaborative model. Our 12th grade ELLs receive instruction via the pull-out model.

Our programmer and ESL teacher work together to ensure that all ELLs are receiving the mandated number of instructional minutes. The ELA classes are strategically programmed in advance to allow the ESL teacher to meet the necessary requirements across all grade levels. All ELLs are scheduled so that they receive the mandated hours of ESL services and content instruction.

87% of our ESL population receives NLA instruction and support on a regular basis in their foreign language class. Unfortunately, some ELLs do not receive as much NLA support because we do not have the capacity at our school to offer multiple foreign languages. However, we supplement instruction with native language-based materials as needed.

In the push-in model, the ESL teacher works with the content teacher to via the SIOP model. Our 9th grade ELLs are grouped together in a smaller ELA class with underperforming non-ELLs. We implement a remedial reading program, Journeys III, which is specifically designed to help underperforming secondary students succeed. We explicitly teach vocabulary, reading comprehension strategies and writing skills in a real world context. We offer multiple activities and projects to extend language acquisition in all four modalities. The ESL teacher works with the ELLs to target specific language acquisition learning objectives in addition to the content. We simultaneously work with students on developing their BIC skills and CAL proficiencies. The ESL teacher also assists in preparing lesson plans and modifying the curriculum to address the learning needs of ELLs.

In the collaborative model, the ELA and ESL teacher work together to implement the reader's and writer's workshop model in 11th grade English and to prepare both the ELLs and non-ELLs for the Regents Exam in June 2011. We collaboratively develop and deliver an inquiry-

based curriculum that engages all students in meaningful, effective ways. The ELA teacher leads the mini lessons and models writing, while both the ELA and ESL teacher circulate during “real time” reading/writing and peer-to-peer “reflection time.” The workshop model allows the ESL teacher to conference with ELLs throughout the writing process on a daily basis. ELLs are given opportunities to write in a variety of genres and to develop literary analysis skills. The ESL teacher supports the ELA teacher in modifying instruction, materials and assessment to better fit the needs of ELLs. All students are additionally assigned a targeted grammar education plan for which students focus on improving specific skills. The ESL teacher supports and works with the ELLs to build language acquisition and proficiency across all modalities.

In the pull-out model, the ESL teacher works with 12th grade ELLs on maximizing content comprehension and building literacy skills for the high-stakes, Regents-bearing courses. Two of our ELLs in 12th grade are at risk of not graduating in June 2011 because of low test scores and two are seeking higher test scores to qualify for a Regents Diploma. The ESL teacher uses New York State standards-based resources from Triumph Learning’s Coach Program, including Ladders to Success on the Regents in Reading and Writing and Global History Regents Coach, in order to prepare for the Regents Exams in January. We reinforce and review the content presented in class via sheltered instruction.

In all three instructional models, the ESL teacher and content area teachers frequently use the following sheltered instruction methods to make content comprehensible and accessible to ELLs:

- Communicate learning (and language) objectives and agenda to students clearly and visually.
- Make texts, handouts and visuals accessible to all students without “watering down” the content.
- Use graphic organizers and schematic visuals to help students understand both the parts of and whole concept.
- Use guided notes and pre-prepared outlines to help students take notes in an organized manner.
- Emphasize annotating (highlighting, underlining, taking marginal notes, asking questions, etc.) as a reading comprehension strategy across all content areas.
- Supplement lessons with hands-on manipulatives, realia, multimedia (film clips, songs, etc.), visuals (pictures, charts, overheads, maps, timelines, etc.), step-by-step demonstrations, and related materials to make lessons clear and meaningful.
- Make connections to students’ prior knowledge and past experience to new concepts and content.
- Review and contextualize key vocabulary terms that are critical to understanding the lesson’s and unit’s concepts.
- Use cloze sentences to teach and review vocabulary in context.
- Use multiple modalities to expose students to new terminology and to increase retention.
- Encourage students to self-select vocabulary words to look up and learn in their own writing.
- Build content-specific word walls to display and revisit key vocabulary words throughout units.
- Present visual representations of vocabulary for students to associate meaning with the words.
- Use speech that is appropriate to the students’ proficiency level and model correct English.
- Present instructions visually and orally in an organized, step-by-step manner.
- Demonstrate correct use of the language via think-aloud and read-aloud instructional methods.
- Use scaffolding techniques throughout the lesson
- Use a variety of grouping structures to encourage peer-to-peer interaction and cooperation (whole class, small group, and partnering).
- Use a variety of question types to promote students asking a variety of questions.
- Use a variety of instructional strategies to present content in new and engaging ways.
- Encourage cooperative learning activities and opportunities for students to work together.
- Give students frequent opportunities to practice reading comprehension and learning strategies.
- Give students frequent opportunities to apply knowledge in order to master content concepts and language skills.
- Give students regular feedback to students to clarify, discuss, and correct responses.
- Integrate all language modalities and learning styles into lesson plans on a regular basis.
- Develop unit and lesson plans that engage students in a meaningful, effect way.
- Differentiate instruction and assessment based on student abilities.
- Review key concepts during and at the end of lesson and check for learning informally and formally.
- Provide students with multiple assessments – informal, formal and authentic – to demonstrate mastery of the content objectives.

For SIFE ELLs and newcomers with beginner levels of proficiency, we offer explicit reading instruction with an emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We additionally focus on word-level skills via decoding, spelling, learning sight and high frequency words, producing simple sentences and using total physical response (TPR). We concentrate on establishing a foundation of BIC skills before attempting to build their CAL proficiencies.

For SIFE ELLs and newcomers with intermediate and advanced levels of proficiency, we promote language acquisition, reading

comprehension and content literacy via sheltered instruction in the push-in, pull-out and collaborative teaching models as described above. As soon as we have established a foundation of BIC skills, we begin building their CAL proficiencies in an effort to help our newcomers become more self-sufficient, independent learners in the classroom.

For SIFE ELLs and newcomers, we have set up an informal buddy program, in which we pair up newcomers with a student from the same country to help them acclimate and adjust to their new surroundings. We also have a procedure in place for incoming SIFE and new students to meet with a guidance counselor, the ESL teacher and the student to address their learning needs and to appropriately design a program that best fits their needs. We offer flexible scheduling and alternative means of gaining credit to 11th and 12th graders who are interested in occupational, career-awareness programs such as Co-Op Tech at BOCES.

For ELLs receiving 4-6 years of services, the ESL teacher works with individual students to identify their areas of weakness in all four modalities. As a result, the students can work on becoming proficient independently. We assess where the ELLs are still lacking in BICS and CALP and address their needs accordingly. The ESL teacher and content teachers attempt to address their deficiencies in the classroom via sheltered instruction methods.

For Long-Term ELLs, we traditionally emphasize literacy. Our LTE's typically have already reached proficiency in listening and speaking but continue to struggle achieving proficiency in reading and writing. Since passing the Regents Exams and all graduation requirements take precedence, the ESL teacher supports LTE's in Regents-bearing courses via sheltered instruction methods.

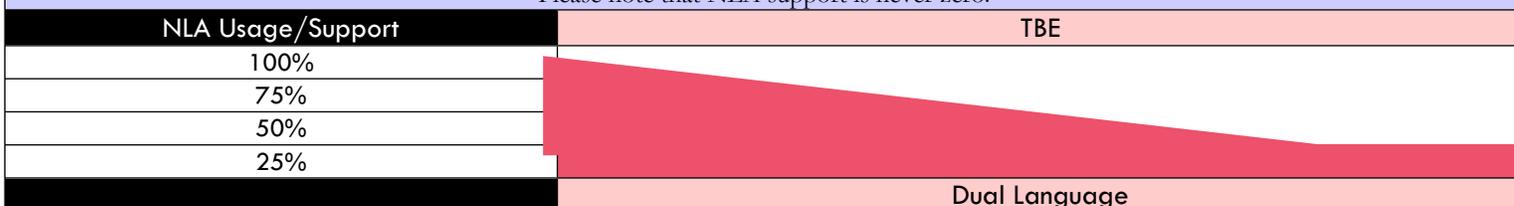
Currently, we have 4 ELLs in self-contained special education classrooms who receive double periods of ELA and social studies instruction in addition to ESL support to make learning as comprehensible and accessible as possible. We emphasize building reading comprehension and writing skills in every content area in an effort to reduce their deficiencies. If and when we have special needs ELLs who are ready, willing and able to be integrated in the general education classroom, then we work with those students to mainstream them into a content area that plays to their strengths as a student.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: 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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

We have a number of intervention programs for ELLs and non-ELLs who are struggling in ELA, math, and other content areas. We have an Academic Intervention Team (AIT) that reviews whole school data to identify struggling students and to prescribe interventions to prevent students from failing their classes. We also have a Student Study Team (SST) that considers possible behavior and personal issues that might be affecting student learning. Both teams are designed to help ELLs succeed in the classroom. If there is an attendance issue, we similarly have an Attendance Team that functions to reach out to parents and students. We offer Homework Help sessions three days a week for individual and small group tutoring for all content areas. The ESL teacher is also available for assistance. We implement the AVID curriculum at all grade levels in order to instill better organizational, study and time management skills in our students. The AVID teachers work with students to reflect on past performance and to set goals for future improvement. We offer Saturday School sessions in preparation for the Regents Exams in both January and June during which ELLs are expected and encouraged to attend.

After achieving proficiency, former ELLs continue receiving transitional academic support in whatever capacity needed. The needs vary depending on the student. The ESL teacher continues to work with former ELLs to pass any remaining Regents Exams and to fulfill all graduation

requirements. All ELLs continue to receive the appropriate testing accommodations for two years after reaching proficiency on the NYSESLAT.

The AVID curriculum is not new this year either, however, the ESL teacher plans to work closer with AVID teachers to help ELLs set realistic and attainable goals. We have expanded our use of the Journeys III reading program this year to include both a 9th and 10th grade ELA class based on its success last year. We have similarly expanded the Creativity, Action, Service (CAS) component of the IB program to the 9th graders. Students are required to complete a set number of CAS hours per quarter and for the year. Our 9th grade ELLs will seek out opportunities to be creative, to be active and to give back to the community. Additionally, the ESL teacher wants to start an SAT preparation program for the 11th grade ELLs to improve the vocabulary, reading comprehension, writing and math skills that will be tested in May 2011.

No services will be discontinued.

Mott Hall offers the International Baccalaureate (IB) program to all students who wish to apply and participate in the program. We currently offer the diploma program for 11th and 12th grade students but we are in the process of applying for the middle years program (MYP) for 9th and 10th grade students. We offer multiple levels of academic support to ELLs and non-ELLs in order to perform and succeed in their IB classes. Mott Hall offers a variety of afterschool and extracurricular activities to all students, including programs such as Art Studio Hours, BuildOn, Chess Club, Chill, Dance Club, Double Dutch Club, Homework Help, Kaplan SAT Prep, Ping Pong Club, Yearbook, and so on. Students can also participate in campus-wide sports teams including volleyball, cross country, basketball, wrestling, track, baseball, softball, and rugby. Students additionally have equal access to participate in Student Council as elected class representatives.

At Mott Hall, teachers are encouraged to use technology and a variety of curriculum resources to address the learning needs of ELLs.

- We have multiple laptop carts available for whole class and individual student instruction that are used to promote computer literacy.
- We have LCD and overhead projectors in every classroom to provide ELLs with a visual representation of the content.
- We share SmartBoards between classrooms to present content both visually and interactively.
- We use a remedial reading program, Journeys III, to provide underperforming students with the skills and instruction necessary to succeed at grade level. Journeys III involves a multimedia approach to instruction and requires regular use of technology to review, extend and assess student learning.
- We use Triumph Learning's Coach Program to support Regents-bearing teachers with scaffolded activities and study aids to reinforce the content.
- We use audio books to supplement ELA instruction whenever possible and to build on reading and listening comprehension skills.
- We have a campus library with a wide range of books and resources to address student interests across all proficiency levels.

87% of our ESL population receives NLA instruction and support on a regular basis in their foreign language class. Our 9th grade ELLs take a Spanish placement test in the beginning of the school year to determine eligibility for Native Spanish. The Native Spanish teacher prepares students for the Regents Exam at an accelerated pace. The students, who score a mandatory 85 or above, are eligible to take the more advanced Native Spanish classes. Our 10th and 11th grade ELLs continue to take Spanish literature classes which offer continued native language support, reinforce language acquisition and build literacy skills. The goal for native speakers is to achieve full proficiency and competence in reading and writing Spanish. For students, who score below an 85, we offer regular Spanish classes which prepare students for the Regents in two years via the Teaching Proficiency through Reading and Storytelling (TPRS) method. Unfortunately, some ELLs do not receive as much NLA support because we do not have the capacity at our school to offer multiple foreign languages. However, we still supplement instruction with native language-based materials as needed. On the Regents Exams, when possible, ELLs are provided with an English and native language version of the exam in addition to a glossary.

Both our services and resources correspond to our ELLs' ages and grade levels. Our ELLs are placed in grade-level classes and receive ELA and ESL instruction accordingly. For our students below grade level, we have adopted a curriculum specifically designed for struggling secondary students. The content, therefore, keeps our students engaged in a meaningful, effective way. We differentiate instruction and assessment in all classrooms to address the different needs and levels of our ELLs.

Mott Hall offers a weeklong orientation in August to help new students become familiar with their new school environment. We have teachers run sessions surrounding our rules and expectations and a typical day at Mott Hall in preparation for what's to come in September. We also have students take both a Spanish and ESL placement exam to better understand their abilities and to schedule them accordingly. Current upperclassmen come in to meet the new 9th graders and to give them a tour of the building. Throughout the week, we run teambuilding activities to help ELLs and non-ELLs alike to get to know each other. Additionally, in the beginning of the school year, we try to plan a whole school event to encourage students to participate in their new social setting.

We offer two four-year Spanish language sequences to all students. We have one track that allows native speakers to take Native Spanish 1

& 2 and IB Spanish 1 & 2 in order to become fully bilingual in all four modalities. We also have a traditional foreign language sequence that allows non-native speakers to take Spanish 1 & 2 and IB Spanish 1 & 2. The upper level Spanish classes are designed to build literacy skills, to expose students to different Spanish cultures and to communicate in another language.

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
Intermediate(I)										5	2	6	2	15
Advanced (A)										5	0	6	5	16
Total	0	0	0	0	0	0	0	0	0	10	2	12	7	31

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

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

Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
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
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	8		5	
Math <u>Algebra</u>	18		13	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	17		15	
Physics				
Global History and Geography	9		7	
US History and Government	15		12	
Foreign Language	13		11	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
English	Native Language	English	Native Language	
NYSAA Social Studies				
NYSAA Science				

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

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 and 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.

The data patterns suggest that our ELLs take longer to reach proficiency in reading and writing more than in listening and speaking. We have over 60% of our ELLs reaching proficiency in listening/speaking and 35% reaching an advanced level. While, on the other modalities, we have 50% of our ELLs reaching advanced in reading/writing and 45% reaching an intermediate level. We are constantly striving to find new and better ways to engage our students meaningfully. These patterns reinforce the need for our current instructional strategies to continue building literacy skills in all content areas.

While our initial data is encouraging on many levels, the number of students not making progress is indicative of our need to better address each modality. Across grade levels it is difficult to identify specific trends in proficiency.

- Of 35 ELLs, 30 made progress from last year’s NYSESLAT to this year’s score.
- In Speaking, 31 students have made progress.
- In Listening, 29 students have made progress.
- In Reading, 29 students have made progress.
- In Writing, 27 students have made progress or stayed in the same range.

specific to their needs receive those supports. While Regents data and credit accumulation data is important, we also have clear needs in each modality represented on the NYSESLAT exam. Our instructional model is designed to address those needs.

In addition to Regents and NYSESLAT data, we periodically assess all students in all content areas throughout the year. The content area teachers design assessments to determine how well students have mastered the content objectives and skills that were covered. Our periodic assessments are aligned to state standards and formatted like the Regents when applicable. After each assessment, content teachers analyze the results to shape future instruction. We reflect on our teaching and devise Action Plans to address our findings. We plan how we are going to provide relearning, remediation and/or enrichment opportunities for our students. The ESL teacher will work with content area teachers throughout the year to monitor our ELLs' performance on periodic assessments and to make suggestions to meet their needs. We will look for trends as the data comes in to ensure our instruction adapts to fit all students.

Our goals based on the trends we have identified include...

1. To examine students work with a lens toward shortening the gap between high achieving students and those ELLs that are struggling. Through the use of protocols which all staff members have received training in, we are able to identify the instructional needs of our ELL students. Those methods are tested in subsequent lessons/assessments, reflected upon, and revised to better meet the needs of those students. The data and work from our periodic assessments is a major contributor to this conversation.

2. "Kid Talk" protocol. All staff members engage in a scaffolded discussion which examines all relevant documents to an EL student's success. These documents include transcripts, teacher anecdotes, teacher created assessment data, write-ups, attendance history, report cards, progress reports, etc. The information gathered is reviewed by all the teachers of the ELL student. A discussion ensues which results in the creation of goals for the teachers in developing curriculum to meet the needs of the student. The students is brought into the conversation and a plan of implementation is developed for that student.

3. Goal Setting: The AVID teacher works with each ELL student to identify SMART goals for the student's achievement. The data used in this process is largely based on student work sample, tests, and report cards/transcripts. The teacher tracks students performance against these goals. While our ELL students are working towards these goals the teacher provides support in the form of time management strategies, organizational skills, and academic language support.

4. Relationship building: Experience has taught us that...

We base our program success on the following factors...

1. student success rate on Regents, NYSESLAT, and report cards, and credit accumulation, report cards, and progress reports
2. ability of teachers to effectively meet the needs of the students
3. ability of administrators to meet the needs of teachers
4. teacher feedback from professional development sessions
5. Formal and informal observations
6. Student success on teacher created assignments

Additional Information

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

Paste additional information here

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN:09X252

All Title I SWP 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:	\$241,067	\$109,418	\$350,485
2. Enter the anticipated 1% set-aside for Parent Involvement:	2411	1094	\$3,505
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,053	*	
4. Enter the anticipated 10% set-aside for Professional Development:	10,255	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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 Bronx High School, and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESSEA) (participating students), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved students 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 the school year 2009-2010.

Part 1: School Parental Involvement Policy

1. General Expectations

Mott Hall Bronx High School High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(b) of the ESSEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school 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 a language parents understand.
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of title 1, Part A funds reserved for parental involvement is spent.
- The school 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---
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school’
 - 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; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Informational and Resource Center in the State.

2. Description of How School will Implement Required Parental Involvement Policy Components

- Mott Hall Bronx High School High School will take the following actions to involve parents in the joint development of its school parental Involvement Plan under section 1112 of the ESEA:
 1. All parents will be given the opportunity to be involved in the School Parental involvement Plan by communicating the school’s intent through letters and telephone.
 2. All parents will be encouraged to participate in parent association meetings.
 3. Parents will be invited to periodic parental workshops in the school .

- Mott Hall Bronx High School High School will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 4. As part of the School Leadership meetings, the parent constituents will communicate any school review or improvements discussed at the meetings with all the parents through telephone and mail.
- Mott Hall Bronx High School High School will provide the following necessary coordination technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 1. Parents will be contacted after each of six marking periods, should the student fail a major subject.
 2. Students will be able to receive academic support through extended time and after school tutoring.
 3. Parents will receive updated promotional requirements for graduation and grade promotion.
 4. Parents will be provided with graduation requirement workshops in which they will be allowed to review their child's transcript and see how they are progressing toward graduation.
 5. Mott Hall will provide babysitting and metro cards to parents to reduce barriers to parental involvement
- Mott Hall Bronx High School will take the following actions to conduct, with the involvement of parents' an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 1. Parents are given surveys in the beginning of each year asking for
 - When is the most convenient time to hold meetings (when are you most likely to attend)
 - What prohibits you from attending (childcare, transportation, scheduling)
 - What types of parent workshops are you interested in and do you have any suggestions for parent workshops?
 2. These surveys will be given to all parents at parent-teacher conferences, P.T.A. meetings, and parent workshops.
 3. Parents will be allowed to attend a series of meetings led by the P.T. A. which will describe the results and follow-up of the parent surveys.
 4. Mott Hall will hold several feedback sessions and focus groups for parents throughout the year in which parents have an opportunity to give feedback on all areas of the school.
- Mott Hall Bronx High School High School will build the schools' and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve students academic achievement, through the following activities:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The state’s academic content standards
 - The state’s student academic achievement standards
 - The State and local academic assessments including alternative assessments, how to monitor their child’s progress, and how to work with educators

The aforementioned will be provided through parent workshops at the Region and school, and through the use of flyers.
- b. The 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:
 - Attendance Improvement classes for parents of truant students
 - Computer literacy classes for parents
 - Resources for the parents in their community for literacy and GED classes.
- c. The school will, with the assistance of its parents , educate its teachers, pupil services, principal 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:
 - Telephone contacts
 - Written notifications
 - Parent-teacher conferences
 - Attendance at P.T.A. meetings
- d. The school will, to the extend feasible and appropriate, coordinate and integrate parental involvement programs and activities with parent recourse centers, that encourage and support parents in more fully participating in the education of their children by :
 - Frequent contact by the parent coordinator via telephone contacts and letters send home.
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other requests, and, to the extend practicable, in a language the parents can understand:
 - All telephone and mail contacts will be provided in Spanish and English
 - A translator will be provided at all parental meetings including the parent-teacher conferences and PTA meetings.

111. Discretionary School Parental Involvement Policy Components:

The School Parental Involvement Policy will include the following discretionary activities in order to support the students' academic achievement listed under section 1118(e) of the ESEA:

- Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teacher or other educators , who work directly with participating children, with parents who are unable to attend those conference at school;
- Adopting and implementing model approaches to improve parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities, and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

1V. Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs.

This policy was adopted by Mott Hall Bronx High School on June 20, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before June 28, 2011.

Required School-Parent Compact Provisions

School Responsibilities:

Mott Hall Bronx 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 students academic achievement standards as follows:
 - a. Students will be provided with a safe environment that is free of obstacles that impede learning such as bullying or fighting. All staff and students will receive lessons on what it means to be in a safe environment. Students are asked to sign contracts and commit to making the school a safe place morally, socially, psychologically and physically. All conflicts between students, and between staff and students require a follow up conference in which students identify which areas of safety they violated, and make a plan for the future and a commitment to make what he/she did better.
 - b. Through consultants, the Assistant Principal of Curriculum and Instruction, the instructional coaches, staff meetings and after school professional learning communities, staff receive professional development and practice in designing high quality curriculum and assessments. All periodic assessments require data analysis and the creation of an action plan to address areas of weakness and enrich students who are excelling.

- 2.** Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March of that school year.
- 3.** Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Six progress reports will be given to the parents detailing both academic and character grades that support learning. Additionally, parents will be provided access to Mott Hall's on-line grade system so they can log in and check student progress regularly.
- 4.** Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Parents will be able to make appointments with specific teachers in order to discuss the progress of their child.

- 5.** Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities when this is discussed with set teacher and principal ahead of time.
- 6.** Involve parents in the planning, review, and improvement of the school's parental involvement, in an organized, ongoing, and timely way.
- 7.** Involve parents in the joint development of any Schoolwide Program Plan in an organized, ongoing, and timely way.
- 8.** Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs and to explain the Title 1, Part A requirement, and the right of parents to be involved I Title 1, Part A programs. The school will convene the meeting at convenient time to parents, and will offer 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 1, Part A programs, and will encourage them to attend.
- 9.** 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 extend practicable, in a language that parents understand.
- 10.** Provide to parents of participating children information in a timely manner about Title 1, 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.
- 11.** On the request of parent, 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.
- 12.** 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.
- 13.** 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 1.

Parent Responsibilities:

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, when appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district wither received by my child or by mail and responding, appropriately
- Serving, to the extend possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, The District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

Mott Hall Bronx High School will conduct a thorough examination of State Assessment data, course pass rates, attendance rates, periodic assessment scores, student, discipline data and parent and teacher surveys. See narrative on page____.

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.

Mott Hall implements the following schoolwide reform strategies:

- 1) Mott Hall Bronx High School provides additional instruction in the following ways
 - a. Summer bridge programs
 - b. Summer school for students who failed courses
 - c. Saturday School for Regents Preparation
 - d. After School Instruction in subject specific areas

- 2) Mott Hall offers an open access International Baccalaureate Programme. All students who complete the application process have the opportunity to enroll in rigorous college level courses which can gain them college credit. The rigor of the program also provides students with a base knowledge of what is expected in college and allows them to enter college more prepared for the level of work expected of them.

- 3) The Academic Intervention Team (AIT) exists to identify students who are struggling and falling behind academically and provide targeted interventions. All students failing core courses required for graduation are placed on academic probation. This process includes a parent meeting, mandated after school homework help in order for students to return to good standing.

- 4) Students are administered periodic assessment 6 times per year. After each periodic assessment, an in depth data analysis is done in which teachers identify struggling students and general areas of weakness. An action plan is then designed to address areas of deficiencies.

- 5) All students participate in advisory programs. These classes function as a time to teach students strategies to be successful in school. Beginning in 11th grade, the class focuses on the college research and application process with the 12th grade curriculum entirely dedicated to the college application process.

3. Instruction by highly qualified staff.

All staff at Mott Hall has been deemed “Highly Qualified” and all incoming staff has also been deemed “Highly Qualified”

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.

All staff at Mott Hall Bronx High School participate in the International Baccalaureate training. During regular staff meetings, staff receive professional development on Curriculum design and publicly share curriculum, units and lessons and elicit feedback through a set protocol.

Additionally, Mott Hall offers Critical Friends Groups, and Professional Learning Communities for professional development, as well as the opportunity to participate in the Communities for Learning Fellowship, a program which brings together a diverse group of teachers, administrators, staff developers, students, university faculty, and other educators, who carry with them their organizational and personal needs as well as their interests, passions, expertise and questions. Participants in both Fellowship programs come

together in their commitment to improving adult, student and organizational learning. Their time in the program enables them to learn about the ARCS framework for continuous improvement, to deepen their areas of expertise, and package their learning – and use it all to improve the lives of people who work in and for schools.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

An updated website, and ad in the New York Times, the Open Market Transfer System and a rigorous interview process have helped us attract highly-qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Mott Hall’s mission for parent involvement aligns with the mission of the school. We aim to create a community in which all stakeholders are lifelong learners. We want all members of the community including parents to know that Mott Hall is a place which values their involvement and offers support in areas of need. To that end, we have worked to survey parents and provide them with programs to meet their needs. This involves a parent curriculum which addresses the needs of parents raising teenagers in the South Bronx. Bi-annual Parent Nights offer parents access to workshops such as “Is your child on track to graduate.” In addition, we partner with the Bronx District Attorney’s Office to provide parents access to workshops on “Gang Awareness” and “Protecting your Children on the Internet,” and with organizations such as Daytop to offer parents information and awareness on substance abuse. Our own social work department also provides workshops and parent groups focused on supporting parents in their struggle to keep their students successful in school.

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.

NA

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.

Integrated into our professional development is the opportunity for teachers to engage in decision-making around assessments and their use, and regular kid-talk facilitated by our counselor and social worker.

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.
 - 1) Periodic assessment data, progress report (every 5 weeks, report cards and attendance data used by the Academic Intervention Team (AIT) to identify at-risk students early. Push-in and pull-out services as well as team teaching services are provided immediately and throughout the year. After-school academic programs have rolling enrollment, so students with and identified need can be enrolled in a timely fashion.
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.

The School Leadership Team and other school-based personnel meet regularly to ensure coordination of services. Relationships exist with many federal agencies to support students and their families. If a need arises in which we do not already have a contact at an agency, our social work team reaches out to their many contacts and is referred immediately to a source of help.

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	X			\$ 202,496	X	37 - 40
Title I, Part A (ARRA)	Federal	X			\$ 98,476	X	37 - 40
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			\$ 12,687	X	41
Tax Levy	Local	X			\$ 1,549,347	X	

² **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.

