



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MOTT HALL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M304

PRINCIPAL: GRACE VILLALONA **EMAIL:** GVILLAL@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Grace Villalona	*Principal or Designee	
Glen Perloth	*UFT Chapter Leader or Designee	
Christine Barrett	*PA/PTA President or Designated Co-President	
Marcus Lopez	DC 37 Representative, if applicable	
Ramona Uduba	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 – Raise the level of Academic Rigor in the classroom.

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Raise the level of academic rigor in the classroom using Common Core Learning Standards (CCLS) in Literacy and Mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Engage all students in at least one Literacy and one Math task embedded in a rigorous curriculum unit aligned to Common Core.

Improve students' higher order thinking skills in Literacy and Mathematics in order to ensure college and career readiness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1. **Meet with staff to unwrap the CCLS.**
- 2. **Decide on the anchor standards in ELA and Math for the tasks.**
 - a. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (ELA).**
 - b. **To construct viable arguments and critique the reasoning of others (Math).**
- 3. **Embed the tasks into rigorous units of instructions.**
- 4. **Teachers will create portfolios for each student to document the progress of the tasks based on school generated rubrics.**
- 5. **Administrators will meet regularly with teachers to discuss, review, and provide feedback regarding strategies and rigor.**
- 6. **Teachers will use departmental meeting time to discuss student work related to CCLS using the rubrics.**
- 7. **Ensure that teachers incorporate the essential “rules” of standard written and spoken English including vocabulary enhancement focused on words and phrases understanding and their relationships.**
- 8. **Ensure that teachers incorporate the development of Math vocabulary with a focus on reasoning.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Enhance communication with parents by informing them of the school goals and objectives and the implementation of the Common Core Learning Standards (CCLS) in Literacy and Mathematics, encouraging them to take a more active role in supporting our efforts to increase students’ academic and behavioral performance. Conduct parental workshops on topics that are aligned with students’ graduation requirements, college readiness, and health awareness. Additional workshops will be provided on how to better navigate the ARIS Parent Link to know their child’s performance level in each content area and Jupitergrades to track their child’s progress in each class on a daily through weekly basis and to maintain constant communications with teachers. Ensure that the parent coordinator keep parents up-to-date with school’s activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Teacher receive weekly, school wide professional development as well as individualized differentiated professional development on academic rigor, student engagement, lesson plan preparation and execution, classroom behavior management, group activities, classroom time management, questioning techniques, and how to effectively look at student work. The teachers are also encouraged to attend professional development outside of the regular school setting and to attend courses that will help them enhance their pedagogical performance.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have partnership with organizations that provide tutoring to our students, interns that are working with our students on their social and emotional aspects to ensure improved academic performance, college readiness, Regents/RCT preparation, and writing skills enhancement. These activities are conducted during regular school hours, after school, and during Saturday academy.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL Fair student funding allocation is being utilized for per session and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Educational Consultants, Professional Development for Highly Qualified teachers and for parental involvement.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 – Improve students communication skills

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve students’ communication skills to promote positive academic and behavior performance.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Improve speaking and listening skills by providing academic intervention and positive behavioral supports.

Identify social/behavioral issues to determine trends related to disruptive behavior.

Provide opportunities for students to engage in discussions that enhance their understanding of other perspectives and cultures.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1. **Ensure that teachers address reasoning, speaking, and listening skills through presentation and group collaboration in order to enhance student interpersonal skills.**
- 2. **Work with social worker and guidance counselor to ensure that students are prepared for and participate effectively in conversations and collaborations with diverse partners, building on each others' ideas and be able to express themselves clearly.**
- 3. **Teachers, counselor, social worker and administration collaboratively analyze and interpret students' incident reports, suspensions, and teachers' referrals, as well as samples of student's academic work to identify trends.**
- 4. **Ensure that students engage in discussions that supports analytical thinking, clear pronunciation and appropriate volume.**
- 5. **Provide teachers with Professional Development on behavior management to promote positive communication between teachers and students.**
- 6. **Schedule monthly town hall style meetings to address academic and behavioral trends.**
- 7. **Evaluation of guidance counselor/social worker individual student's action plan.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Enhance communication with parents by informing them of the school goals and objectives and the implementation of the CCLS in Literacy and Mathematics, encouraging them to take a more active role in supporting our efforts to increase students' academic and behavioral performance. Conduct parental workshops on topics that are aligned with students' graduation requirements, college readiness, and health awareness. Additional workshops will be provided on how to better navigate the ARIS Parent Link to know their child's performance level in each content area and Jupitergrades to track their child's progress in each class on a daily through weekly basis and to maintain constant communications with teachers. Ensure that the parent coordinator keep parents up-to-date with school's activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Teacher receive weekly, school wide professional development as well as individualized differentiated professional development on academic rigor,

student engagement, lesson plan preparation and execution, classroom behavior management, group activities, classroom time management, questioning techniques, and how to effectively look at student work. The teachers are also encouraged to attend professional development outside of the regular school setting and to attend courses that will help them enhance their pedagogical performance.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have partnership with organizations that provide tutoring to our students during regular school schedule and during after school, Social worker interns are working with our students on their social and emotional aspects to ensure improved academic performance, college readiness, Regents/RCT preparation, and writing skills enhancement. The activities conducted during regular school hours lend itself for pull out from non-content courses two times per week, after school activities and Saturday academy is conducted base on each student individual need.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL Fair student funding allocation is being utilized for per session for teachers, guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Educational Consultants, Professional Development for Highly Qualified teachers and for parental involvement.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3 – Improve parental involvement

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Enhance communication between school and parents so that they have a more active role in supporting our efforts to increase students' academic and behavioral performance to ensure that their children can meet the requirements of college and career readiness.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Increase parents' attendance to meetings, workshops, programs, performances and other events by 3%. Increase staff members communication with parents to inform them of their children's academic and behavioral progress and provide information that will help them understand what they can do to support their children's learning needs.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1. **Supervision of the frequency of information provided to parents through telephone calls, school messenger, e-mails, backpack letters and regular mail.**
- 2. **Have teachers call parents at the beginning of the school year to introduce themselves and inform them of the subject they are teaching and their goals and expectations.**
- 3. **Conduct parental workshops that are aligned with students' academic and behavioral performance and school goals and expectations (transition to college and career).**
- 4. **Inform parents of the school's goals, systems and strategic directions focused on growth toward college and career readiness.**
- 5. **Ensure parent coordinator provides parents with regular feedback and address their questions and concerns.**
- 6. **Include parents in school events, goals and expectations, and college and career conversations around the demands and opportunities based on assessment of academic performance.**
- 7. **Increase parental utilization of ARIS Parent Link and Jupitergrades.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Invite parents to meetings, workshops, programs, performances and other school related events through telephone calls, school messenger, regular mail and backpack letters. Ensure school staff members maintain parents informed of child's academic and behavioral progress. Provide parents with information that will help them better understand what they need to do to support their child's learning needs.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Teacher receive weekly, school wide professional development as well as individualized differentiated professional development on academic rigor, student engagement, lesson plan preparation and execution, classroom behavior management, group activities, classroom time management, questioning techniques, and how to effectively look at student work. The teachers are also encouraged to attend professional development outside of the regular school setting and to attend courses that will help them enhance their pedagogical performance.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Inform parents that we have partnership with organizations that provide tutoring to our students during regular school schedule and during after school, Social worker interns are working with our students on their social and emotional aspects to ensure improved academic performance, college readiness, Regents/RCT preparation, and writing skills enhancement. Share with parents that the activities conducted during regular school hours lend itself for pull out from non-content courses two times per week, after school activities and Saturday academy is conducted base on each student individual need.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL Fair student funding allocation is being utilized for per session for teachers, guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Educational Consultants, Professional Development for Highly Qualified teachers and for parental involvement.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4 – Differentiated teacher professional development

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Provide professional development based on differentiated needs of staff, to support the work of deepening rigorous instruction. Particular attention will be given to improving teacher questioning techniques to encourage higher-order thinking skills.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Conduct informal, mini, and formal observations in order to provide timely feedback and to assess each teacher’s professional development needs and to determine trends and patterns.

Provide professional development based on differentiated needs of staff, focusing on the improvement of pedagogy and the engagement of students in the learning process.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. **Provide a series of differentiated professional development coordinated and conducted by the administration and CFN team member that focuses on academic rigor and critical thinking.**
 2. **Provide common preparation professional development daily.**
 3. **Monitor classroom instruction via informal and formal observations to ensure students are receiving academically rigorous instruction around New York State and Common Core Learning Standards and curriculum.**
 4. **Monitor instruction to ensure all teachers are covering the suggested curriculum topics in order to ensure students are properly prepared for the Regents/RCTs Examinations.**
 5. **Provide weekly school wide and individualized professional development that focuses on lesson planning objectives, instructional activities and assignments in order to improve teacher quality and effectiveness.**
 6. **Provide professional development on setting clear student learning goals and examining student work.**
 7. **Evaluate teachers questioning techniques to increase inferential learning as well as divergent thinking skills,**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Inform parents about NY State standards, common core, and curriculum for each content area. Address the importance of their children attentiveness in the classroom and the importance of their parental involvement to enhance their child's performance and academic achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Share with parents that teacher receive weekly, school wide professional development as well as individualized differentiated professional development on academic rigor, student engagement, lesson plan preparation and execution, classroom behavior management, group activities, classroom time management, questioning techniques, and how to effectively look at student work. Share with them that teachers are also encouraged to attend professional development outside of the regular school setting and to attend courses that will help them enhance their pedagogical performance.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Inform parents that our teachers work with our partnership organizations that provide tutoring to our students during regular school schedule and during after school. Let them know that our teachers review and discuss work provided and recommended to ensure that our students are provided with activities that will assist them to meet the requirements for graduation. Teachers also work with the social worker interns that are working with our students on their social and emotional aspects to ensure improved academic performance, college readiness, Regents/RCT preparation, and writing skills enhancement. Share with parents that our teachers are aware of and involved with the activities conducted during regular school hours lend itself for pull out from non-content courses two times per week, after school activities and Saturday academy is conducted base on each student individual need.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL Fair student funding allocation is being utilized for per session for teachers, guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Educational Consultants, Professional Development for Highly Qualified teachers and for parental involvement.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	23	23	23	23	23	0	23	0
10	18	38	18	20	38	0	38	0
11	30	30	12	46	29	0	29	0
12	17	17	18	48	17	0	17	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • School wide reorganization of instructional and classroom practices. • Professional Development for ELA teachers that address the needs of students at risk. • CFN members will work with teachers in small group for strategies and techniques development. • Summer School Program s in Writing and ELA Standards based and CCLS tasks • Emphasis on data to support instruction. • CFN members will work with teachers on CCLS in Literacy. • Integration of technology to support instruction and learning of ELA skills. • Differentiated instruction to support the multiple learners, during the school day. • After school tutoring and Saturday Academy for Writing and Literacy skills enhancement. • Pull out during the school day, two times per week, to provide additional support. • Established liaison with City College to provide after school tutoring service for at risk ELA students. • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students.
Mathematics	<ul style="list-style-type: none"> • School wide reorganization of instructional and classroom practices. • Professional Development for Math teachers that address the needs of students at risk. • CFN members will work with teachers in small group for strategies and techniques development. • CFN members will work with teachers on CCLS in Mathematics. • Integration of technology to support learning of Math skills. • Summer School Program s in Integrated Algebra standards based tasks. • Differentiated instruction to support the multiple learners, during the school day. • After school tutoring and Saturday Academy for Mathematical skills enhancement. • Established liaison with City College to provide after school tutoring service for at risk Math students. • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified Students. • Pull out during the school day, two times per week, to provide additional support.

<p>Science</p>	<ul style="list-style-type: none"> • Professional Development for Science teachers that address the needs of students at risk. • Increased Inquiry Based instructional activities in science classes. • CFN members will work with teachers in small group for strategies and techniques development and the implementation of the CCLS. • Integration of technology to support learning of Science skills. • After school tutoring and Saturday Academy for Science skills enhancement and required LAB instruction and guidance. • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students. • Pull out during the school day, two times per week, to provide additional support.
<p>Social Studies</p>	<ul style="list-style-type: none"> • School wide reorganization of instructional and classroom practices. • Professional Development for Social Studies teachers that address the needs of students at risk. • CFN members will work with teachers on CCLS in Literacy to enhance students writing skills. • Reorganization of Social Studies sequence to meet needs of students at risk. • Increased utilization of cartoons, and primary Source documents to support visualization of content. • Integration of technology to support learning of Social Studies skills. • Summer School Programs in US and Global History. • Pull out during the school day, two times per week, to provide additional support. • Differentiated instruction to support the multiple learners, during the school day. • After school tutoring and Saturday Academy for US History and Global Studies skills enhancement. • Established liaison with City College to provide after school tutoring service for at risk Social Studies students. • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students.
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • Work closely with NY Presbyterian Hospital making referrals as needed. • Behavior Modification plans implemented as needed. • Increased Parental outreach by counselors and social worker for AIS students. • All at risk students in 9th, 10th and 11th grade meet with counselor once per week during the day and/or after school. • Mandated special need students meet with counselor and Social Worker as per IEP mandates. • Guidance counselors meet with principal once per week to review services to identified AIS students.

At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Two day itinerant psychologist meets with mandated IEP students as per their IEP counseling schedule. • At risk and highly emotional students meet with psychologist as per referral from administration.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Most at risk and highly emotional students assigned to social worker for individual and group counseling once a week. • Highly emotional students meet once or twice a week during school day with social worker. • At risks and emotional students meet with lead social worker once a week or by referral after school.
At-risk Health-related Services	<ul style="list-style-type: none"> • DOH health provider provides health-related services once a week on Fridays. • School health aide provider provides health related service to at risk students during the day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community at Mott Hall High School. Therefore, Mott Hall High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Mott Hall High School policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Mott Hall High School will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Mott Hall High School will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Mott Hall High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 305	District 05	Borough Manhattan	School Number 304
School Name Mott Hall High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Grace Villalona	Assistant Principal Glenn Raysor and Rhoda Morgan
Coach Marie Alexander	Coach
ESL Teacher Louisa Groguhe, ESL	Guidance Counselor Judith Salinas
Teacher/Subject Area Maritza Santana, Spanish	Parent
Teacher/Subject Area	Parent Coordinator Jeffrey Quarles
Related Service Provider Mary Ann Grammer	Other
Network Leader Nancy Scala	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	430	Total Number of ELLs	38	ELLs as share of total student population (%)	8.84%
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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. 

Question 1

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

Questions 2, 3, 4 and 5

Parent Choice:

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

Parent Related Documents:

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

Questions 5 and 6

Trend in Program Choices:

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	0	0	0	0	0	0	0	0	0	2	1	1	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	11
SIFE	4	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	18

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	12	2	1	7		4	19	2	6	38
Total	12	2	1	7	0	4	19	2	6	38

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	9	3	4	35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										1				1
TOTAL	0	20	10	4	4	38								

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										19	9	3	4	35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other										1				1
TOTAL	0	20	10	4	4	38								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Question 1

Based on the NYSESLAT scores and the increasing number of beginner ELL students at Mott Hall High School follow a heterogenous programming model that consist of two ESL beginner classes, one ESL intermediate classes and one ESL advanced class. Our focus is on academic language and vocabulary development. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish level; Once a student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. This past year approximately 25% of our Ells scored proficient on the NYSESLAT exam and we currently six ELLs that are SIFE. ELL programs are determined by grade level and course requirements. Though all students' schedules at the school are individually programmed, the 9th and 10th grade ELL's generally travel as a block to their core courses, with the exception of a few advanced ELL's. Student schedules tend to vary in their elective courses.

Question 2

Mott Hall High School adheres to mandated number of instructional minutes as required by the CR 154. All ESL students in the English as a Second Language program model receive the required number of minutes based on their proficiency level and all courses are taught in English. In addition, the school has two fully New York State certified teachers that speak Spanish and French.

A. Programming and Scheduling Information

Question 3

The content-area teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development and content-area ESL instruction related to mathematics, social studies and science. Scaffolding strategies is infused into the instruction of our ELL students. An integrated instructional program includes numerous opportunities for our ELL students to develop writing skills, linguistic development and become successful users of English. Audio equipment gives our Ells more practice with listening skills, in conversation, improves comprehension, conversation and develops fluency. ELLs are provided with Native Language instruction through the use of multicultural classroom libraries and have access to supplemental educational materials that are aligned to the core curriculum. The use of a technology, smart board and laptop cart is readily available for all Ell's. All Freestanding content-area classrooms also use the Workshop Model. Small group instruction consisting of 15 students or less is possible at Mott Hall High School due to the leveled programming available to our Ells.

Question 4

At Mott Hall ELLs are appropriately evaluated whenever possible in their native language in content- areas (i.e. Mathematics, Science and Social studies. Teachers are provided with a list of all ELLs in their classes and are informed of the need of the individual student through wrokshops, email and other communications. All necessary arrangements are made to accommodate ELLs who need additional time whether formal (Regents) or informal (teacher made tests) are given.

In addition to the availability of the test in their native language, testing accommodations for ELLS include:

Time Extention in all exams and all subject areas

Separate location

Biligual dictionaries and glossaries

Question 5

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

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

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

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

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

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

Question 6

A. Programming and Scheduling Information

Teachers of ELL-SWD use appropriate strategies and grade level materials that both provide academic content areas and accelerate English language development such as ESL methodologies, extensive use of visuals, repetition to promote oral language and content area ESL instructional program. In addition the use of technology, smart board and laptop cart is readily available for all ELLs.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. 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.
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Question 9

Students Achieving Proficiency

Students who have achieved proficiency on the NYSESLAT and are no longer entitled to ESL services will still be monitored by the ELL

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Streets to Scholars Saturday Program – This program targets students who are experiencing academic and/or social difficulty in school.

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not applicable -- No dual language program in the school.

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

D. Professional Development and Support for School Staff

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

Question 1

Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following making content comprehensible for ELLs, demonstrating strategies to use with ELLs, including Native Language support and enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth. Staff development in the area of ELL instruction will continue throughout the year through professional development workshops (i.e. QTEL) on effectively providing ELLs with a high quality State standards-based education.

Question 2

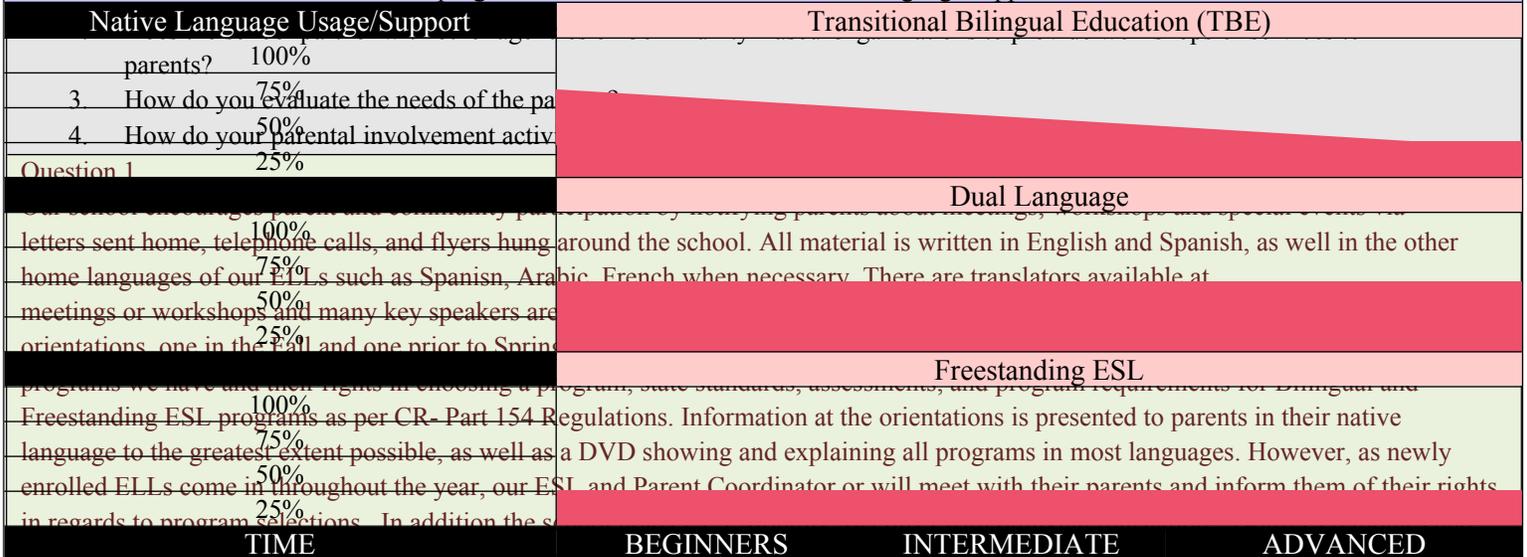
In order to assist ELL's as they transition from middle school to high school the school provides professional development by the guidance counselor on strategies that can be employed to make transitioning easier.

Question 3

The ESL teacher will provide PD during common planning time to the staff on "Best Practices for ELL students." In addition, content area teachers will be supported through one-on-one meetings with the ELL and IEP coordinator on effective instructional strategies for ELLs.

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

The school provides parents with opportunities for ELL parents to attend workshops from Community Based Organizations.

E. Parental Involvement

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

Question 1

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

Question 2

The school provides parents with opportunities for ELL parents to attend workshops from Community Based Organizations.

Question 3

Parents needs are evaluated through one on one communication, workshops, and events or through students needs.

Question 4

In response to parents needs the school community plans activities and workshops that address their needs and concerns whether they are of academic or personal concerns.

B. Programming and Scheduling Information--Continued

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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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	2	2		9
Intermediate(I)										6	3	3	1	13
Advanced (A)										10	1	1	4	16
Total	0	0	0	0	0	0	0	0	0	21	6	6	5	38

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	1	1	
	A										5	2	3	
	P										6	3	3	1
READING/ WRITING	B										3	1	1	
	I										4	3	4	1
	A										11	1	2	2
	P										0	1	0	1

NYS ELA

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

NYS Math

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		3	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	17		4	
Biology				
Chemistry				
Earth Science	4		0	
Living Environment	12		2	
Physics				
Global History and Geography	12		3	
US History and Government	3		0	
Foreign Language	10		9	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Question 1

Mott Hall High School utilizes a variety of assessments, including Pearson Periodic Assessment, teacher assessment, regents, NYSESLAT, DRA, DRA-2, DRA-3, and DRA-4. The school leadership and teachers are using the results of the ELL Periodic Assessments to inform instructional decisions. The school leadership and teachers are using the results of the ELL Periodic Assessments to inform instructional decisions.

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

School Name: Mott Hall High School

School DBN: 05M304

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Grace Villalona	Principal		11/30/11
Rhonda Morgan & Glenn Raysor	Assistant Principal		11/30/11
Jeffrey Quarles	Parent Coordinator		11/30/11
Louisa Grogue	ESL Teacher		11/30/11
	Parent		11/30/11
Maritza Santana, Spanish	Teacher/Subject Area		11/30/11
Mary Ann Grammer, IEP	Teacher/Subject Area		11/30/11
Marie Alexander	Coach		11/30/11
	Coach		11/30/11
Judith Salinas	Guidance Counselor		11/30/11
Nancy Scala	Network Leader		11/30/11
	Other		11/30/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M304 **School Name:** Mott Hall High School

Cluster: One **Network:** CFN107

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.

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

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

The school has assessed the following written translation and oral interpretation needs:

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

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

Part B: Strategies and Activities

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

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

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

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

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

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