



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ MOTT HALL V \_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 12X242 \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_ PETER OROSZLANY      **EMAIL:** POROSZL@SCHOOLS.NYC.GOV\_

**SUPERINTENDENT:**      MS. MYRNA RODRIGUEZ \_\_\_\_\_

### 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
Peter Oroszlany	*Principal or Designee	
Marlene Rookwood	*UFT Chapter Leader or Designee	
Luz Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Angelina Almonte Andy Figureo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Christina McNamee	Member/ UFT	
Winifred Ramos	Member/ UFT	
Deborah Fields	Member/Parent	
	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**

For middle school ELA, the students in the following populations will improve their median growth percentiles on the New York State ELA test by the following quantities:

- The literacy department's **median growth percentile** in ELA will go from 65.0% to 68%, and we will achieve this by adding targeted grammar instruction in writing, using standards-based, leveled book clubs, and using formative and summative assessments to re-teach.
- The literacy department's percentage in the 75th growth percentile in ELA **for special education students** will go from 54.5% to 57%, and we will achieve this by adding targeted grammar instruction in writing, using standards-based, leveled book clubs, and using formative and summative assessments to re-teach.
- The literacy department's percentage in the 75th growth percentile in ELA **for ELLs** will go from 42.3% to 45%, and we will achieve this by adding targeted grammar instruction in writing, using standards-based, leveled book clubs, and using formative and summative assessments to re-teach.

### **Comprehensive needs assessment**

- We based this goal on last year's performance on the New York State English Language Arts assessment and targeted those goals to different populations – ELLs, students with special needs, and general education students.

### **Instructional strategies/activities**

- Small group instruction in book clubs to target students at their instructional reading level
- Small group instruction in leveled writing classes to target skills and areas for growth
- Common planning time among ELA grade teams to create standards-aligned, differentiated unit plans, lesson plans, and assessments
- Use formative and summative assessments to inform instruction
- Provide rigorous, differentiated daily homework

### **Strategies to increase parental involvement**

- 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;
- 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; Turnaround

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Recruitment strategies; team partnerships with teacher educational institutions/ alternative licensure programs; Marketing and outreach strategies; Teacher Induction Programs

**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.
  - Small group instruction in literacy through a push in model to reduce student teacher ratio to 14:1. (09/ – 6/12)
  - Saturday Academy to provide supplemental support (2/12-6/12)
  - Weekly department meetings and common planning times in lieu of teaching period (09/11-06/12)

**ANNUAL GOAL #2 AND ACTION PLAN****Annual Goal #2**

For high school English, the students in the following populations will attain the following levels of mastery on a Mock Regents exam:

- **High School General Education:** 60% of students in the 9<sup>th</sup> grade and 65% of students in the 10<sup>th</sup> grade, will attain grade level mastery of 65% on a teacher created Mock Regents Exam wherein 100% of the exam questions are in the standardized format (*as per NYS English Regents examination*).
- **High School Special Education:** 45% of 9<sup>th</sup> grade students and 50% of 10<sup>th</sup> grade students receiving special education services will attain grade level mastery of 65% on a teacher created Mock Regents Exam wherein 100% of the exam questions are in the standardized format (*as per NYS English Regents examination*).
- **High School ELLs:** 45% of 9<sup>th</sup> grade students and 50% of 10<sup>th</sup> grade students receiving ELLs services will attain grade level mastery of 65% on a teacher created Mock Regents Exam wherein 100% of the exam questions are in the standardized format (*as per NYS English Regents examination*).

**Comprehensive needs assessment**

- We based this goal on incoming formative assessments.

**Instructional strategies/activities**

- Small group instruction in leveled writing classes to target skills and areas for growth
- Common planning time among ELA grade teams to create standards-aligned, differentiated unit plans, lesson plans, and assessments
- Use formative and summative assessments to inform instruction
- Provide rigorous, differentiated daily homework

**Strategies to increase parental involvement**

- 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;
- 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; Turnaround

**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.
  - Small group instruction in literacy through a push in model to reduce student teacher ratio to 14:1. (09/11 – 6/12)
  - Saturday Academy to provide supplemental support (2/12-6/12)
  - Weekly department meetings and common planning times in lieu of teaching period (09/11-06/12)

**ANNUAL GOAL #3 AND ACTION PLAN**

**Annual Goal #3:**

- **Students will demonstrate progress and growth as defined by the following:**

***Middle School General Education:***

- 75% of students in grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> will attain grade level mastery of 75% on exams/unit assessments wherein 90% of the questions are in the standardized format (*as per NYS Intermediate Level Examinations and NYS Regents examinations as modified by grade level readiness*).
- 80% of students in grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> will achieve a minimum level 3 on Social Studies Exit Projects as measured by standard New York State rubric.

***Middle School Special Education:***

- 75% of students in grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> in ICT and SETTS will attain grade level mastery of 65% on exams/unit assessments wherein 90% of the questions are in the standardized format (*as per NYS Intermediate Level Examinations and NYS Regents examinations as modified by grade level readiness*).
- 80% of students in grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> will achieve a minimum level 3 on Social Studies Exit Projects as measured by standard New York State rubric.

***High School General Education:***

- 75% of students in the 9<sup>th</sup> and 10<sup>th</sup> grades will attain grade level mastery of 65% on teacher created Global I and II Mock Regents Exam wherein 100% of the exam questions are in the standardized format (*as per NYS Global Regents examination*).

***High School Special Education:***

- 40% of 9<sup>th</sup> and 10<sup>th</sup> grade students receiving special education services will attain grade level mastery of 65% on teacher created Global I and II Mock Regents Exam wherein 100% of the exam questions are in the standardized format (*as per NYS Global Regents examinations*).

**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**

### ***Instructional Strategies:***

- Teachers will implement lessons which focus on developing critical thinking skills of critical analysis, comparing/contrasting, identifying and synthesizing main ideas and supporting details, determining cause and effect, inferencing and drawing conclusions, sequencing and understanding events in the context of time. *(Sept. 2011-on-going)*
- Teachers will implement the following overarching essential focus across grade levels for each Social Studies unit: identifying the economic, social and political issues that cause change in society. *(Sept. 2011-ongoing)*
- Teachers will implement the use of maps, artifacts, music, videos, role play, primary source texts and visuals, technology and experiential learning trips to enhance student understanding and analysis of historical content and concepts. *(Sept.2011-on-going)*
- Instruction will be differentiated in a variety of ways including incorporating the use of an array of graphic organizers, visuals, tiered groupings, tasks, questioning and assessments/projects to address various modalities and levels of ability at least once a week. *(Sept. 2011-on-going)*
- Social Studies Department and teachers will collaborate with the Literacy Department as a means of incorporating literacy based instruction and best practices including vocabulary development, reading comprehension, essential writing skills and targeted Common Core Standards for reading and writing in History. *(Sept. 2011-on-going)*
- Department will utilize pre/post assessments and unit projects as a means of collecting and analyzing student data. *( Sept. 2011-on-going)*
- Teachers across grade levels will create standard based assessments by modeling the New York State Social Studies Intermediate Level Exam and NYS Regents Examinations on formal classroom assessments. *(Sept. 2011- on-going)*
- Teachers will model standardized methods of questioning in classroom instruction.
- Teachers across grade levels will collaborate to create uniformity as evidenced by teacher created exams, projects, rubrics, instructional themes and general classroom procedures and expectations. *(Sept.2011-on-going)*

### **Professional Development Strategies:**

- ***Weekly Department and Grade Meetings:***
  - Teachers meet on a weekly basis to collaborate and plan instruction.
  - Teachers meet weekly to develop projects and tiered assignments.
  - Teachers meet weekly to collaborate and develop standard based assessments.
  - Teachers meet weekly to perform task analyses.
  - Teachers meet weekly to read and discuss professional articles to enhance instructional strategies.
  - Teachers meet weekly and turn key information acquired in outside Professional Development.
  - Teachers meet weekly to discuss, identify and implement uniform ways of instructing and assessing students.
  - Teachers meet weekly to develop technology based lessons.
  - Teachers meet weekly to develop team unit planning.
  - Teachers will seek outside professional development as a means of fostering personal growth as it becomes available
- ***Monthly In House Professional Development:***
  - Professional development as provided by school.
  - Monthly meetings in collaboration with the Literacy Department and School Staff Developer as a means of analyzing student progress as aligned to the Common Core Reading and Writing Standards in Social Studies.
  - Inquiry teams.

<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"> <li>• Cultural Celebration wherein students, staff and parents participate, becoming involved in the school community.</li> <li>• Student Assembly: Highlight of historical events wherein parents participate through attendance.</li> <li>• Various experiential learning experiences throughout the school year open to parental participation.</li> </ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Service and program coordination</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

**ANNUAL GOAL #4 AND ACTION PLAN**

<p><b>Annual Goal #4</b> In grade 8, 75% of students will reach proficiency on the NYS Intermediate Science Test given June 2012.</p>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"> <li>• Student scores from 2011 NYS Intermediate Science Assessmen</li> </ul>

**Instructional strategies/activities**

- Utilize technology in the classrooms (SMART Boards, laptops, and AV equipment) to address visual learners, improve engagement, and provide opportunities for differentiated tasks (09/11 – 06/12)
- Collaborative grouping and seating of students based on learning profiles (ability; interest; learning modality) to maximize learning (09/11 – 06/12)
- Develop Regents Test Prep curriculum for students sitting for Regents test (01/12-06/12)
- Differentiated instruction practices utilized during classroom activities (09/11 – 06/12)
  - Weekly tiered lessons based on ability level planned during common collaborative teacher meetings.
  - Lessons that address all learning modalities, through the use of graphic organizers.
- Interactive field trips to the American Museum of Natural History, Bronx Zoo, and Bodies Exhibit. (09/11 – 06/12)
- Inquiry based Science labs (09/11 – 06/12)
  - Grades 7- 8 have scheduled weekly labs for 1 hour and 40 minutes.
  - Grade 6 has scheduled weekly labs for 50 minutes.
- Interdisciplinary collaboration with Math, Literacy, Social Studies, and Technology (09/11 – 06/12)
- Develop long-term plans for each grade and course that identify skills and knowledge students should have by the end of the course. (6/12)
- Develop end-of-year and unit assessments for each grade and course to measure student progress and set expectations of skills and knowledge. (6/12)
- Identify and develop essential labs (minimum 15) for each grade and course to align with skills and knowledge. (6/12)
- Create a digital lesson plan bank where lessons are grouped by topic. (6/12)
- Common planning
- Meetings with department chair for instructional support
- Weekly department meetings in lieu of teaching period for collaborating on curriculum development (09/11-6/12)
- Turn-key PD (09/11 – 06/12)

**Strategies to increase parental involvement**

- Hold an annual Science Expo in Spring of 2012 showcasing 8<sup>th</sup> grade exit projects as well as independent research projects from the 6<sup>th</sup> and 7<sup>th</sup> grades.

**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.

**Annual Goal #1**

**In grade 8, 75% of students will reach proficiency on the NYS Intermediate Science Test given June 2012.**

**Comprehensive needs assessment**

- **Student scores from 2011 NYS Intermediate Science Assessment**

**Instructional strategies/activities**

- **Utilize technology in the classrooms (SMART Boards, laptops, and AV equipment) to address visual learners, improve engagement, and provide opportunities for differentiated tasks (09/11 – 06/12)**
- **Collaborative grouping and seating of students based on learning profiles (ability; interest; learning modality) to maximize learning (09/11 – 06/12)**
- **Develop Regents Test Prep curriculum for students sitting for Regents test (01/12-06/12)**
- **Differentiated instruction practices utilized during classroom activities (09/11 – 06/12)**
  - **Weekly tiered lessons based on ability level planned during common collaborative teacher meetings.**
  - **Lessons that address all learning modalities, through the use of graphic organizers.**
- **Interactive field trips to the American Museum of Natural History, Bronx Zoo, and Bodies Exhibit. (09/11 – 06/12)**
- **Inquiry based Science labs (09/11 – 06/12)**
  - **Grades 7- 8 have scheduled weekly labs for 1 hour and 40 minutes.**
  - **Grade 6 has scheduled weekly labs for 50 minutes.**
- **Interdisciplinary collaboration with Math, Literacy, Social Studies, and Technology (09/11 – 06/12)**
- **Develop long-term plans for each grade and course that identify skills and knowledge students should have by**

**the end of the course. (6/12)**

- **Develop end-of-year and unit assessments for each grade and course to measure student progress and set expectations of skills and knowledge. (6/12)**
- **Identify and develop essential labs (minimum 15) for each grade and course to align with skills and knowledge. (6/12)**
- **Create a digital lesson plan bank where lessons are grouped by topic. (6/12)**
- **Common planning**
- **Meetings with department chair for instructional support**
- **Weekly department meetings in lieu of teaching period for collaborating on curriculum development (09/11-6/12)**
- **Turn-key PD (09/11 – 06/12)**

**Strategies to increase parental involvement**

- **Hold an annual Science Expo in Spring of 2012 showcasing 8th grade exit projects as well as independent research projects from the 6th and 7th grades.**

**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.**

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

In grade 8, 75% of students will reach proficiency on the NYS Intermediate Science Test given June 2012.

### **Comprehensive needs assessment**

- Student scores from 2011 NYS Intermediate Science Assessment

### **Instructional strategies/activities**

- Utilize technology in the classrooms (SMART Boards, laptops, and AV equipment) to address visual learners, improve engagement, and provide opportunities for differentiated tasks (09/11 – 06/12)
- Collaborative grouping and seating of students based on learning profiles (ability; interest; learning modality) to maximize learning (09/11 – 06/12)
- Develop Regents Test Prep curriculum for students sitting for Regents test (01/12-06/12)
- Differentiated instruction practices utilized during classroom activities (09/11 – 06/12)
  - Weekly tiered lessons based on ability level planned during common collaborative teacher meetings.
  - Lessons that address all learning modalities, through the use of graphic organizers.
- Interactive field trips to the American Museum of Natural History, Bronx Zoo, and Bodies Exhibit. (09/11 – 06/12)
- Inquiry based Science labs (09/11 – 06/12)
  - Grades 7- 8 have scheduled weekly labs for 1 hour and 40 minutes.
  - Grade 6 has scheduled weekly labs for 50 minutes.
- Interdisciplinary collaboration with Math, Literacy, Social Studies, and Technology (09/11 – 06/12)
- Develop long-term plans for each grade and course that identify skills and knowledge students should have by the end of the course. (6/12)
- Develop end-of-year and unit assessments for each grade and course to measure student progress and set expectations of skills and knowledge. (6/12)

- Identify and develop essential labs (minimum 15) for each grade and course to align with skills and knowledge. (6/12)
- Create a digital lesson plan bank where lessons are grouped by topic. (6/12)
- Common planning
- Meetings with department chair for instructional support
- Weekly department meetings in lieu of teaching period for collaborating on curriculum development (09/11-6/12)
- Turn-key PD (09/11 – 06/12)

**Strategies to increase parental involvement**

- Hold an annual Science Expo in Spring of 2012 showcasing 8<sup>th</sup> grade exit projects as well as independent research projects from the 6<sup>th</sup> and 7<sup>th</sup> grades.

**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.

## ANNUAL GOAL #6 AND ACTION PLAN

### **Annual Goal #6**

Students sitting for the NYS Science Regents Exams in June 2012, will pass the regents in the following ways:

- 80% of students who sit for Living Environment Regents will score a 65 or above on the exam.
- 50% of students who sit for Chemistry Regents will score a 65 or above on the exam.

### **Comprehensive needs assessment**

- Student scores from 2011 NYS Living Environment Exam
- Pass rate of peer schools and NYC schools on the Chemistry Regents Exam

### **Instructional strategies/activities**

- Utilize technology in the classrooms (SMART Boards, laptops, and AV equipment) to address visual learners, improve engagement, and provide opportunities for differentiated tasks (09/11 – 06/12)
- Collaborative grouping and seating of students based on learning profiles (ability; interest; learning modality) to maximize learning (09/11 – 06/12)
- Develop Regents Test Prep curriculum for students sitting for Regents test (01/12-06/12)
- Differentiated instruction practices utilized during classroom activities (09/11 – 06/12)
  - Weekly tiered lessons based on ability level planned during common collaborative teacher meetings.
  - Lessons that address all learning modalities, through the use of graphic organizers.
- Interactive field trips to the American Museum of Natural History, Bronx Zoo, and Bodies Exhibit. (09/11 – 06/12)
- Inquiry based Science labs (09/11 – 06/12)
  - Grades 9-10 have scheduled weekly labs for 1 hour and 40 minutes.
- Develop long-term plans for each grade and course that identify skills and knowledge students should have by the end of the

course. (6/12)

- Develop end-of-year and unit assessments for each grade and course to measure student progress and set expectations of skills and knowledge. (6/12)
- Identify and develop essential labs (minimum 15) for each grade and course to align with skills and knowledge. (6/12)
- Create a digital lesson plan bank where lessons are grouped by topic. (6/12)
- Common planning
- Meetings with department chair for instructional support
- Weekly department meetings in lieu of teaching period for collaborating on curriculum development (09/11-6/12)
- Turn-key PD (09/11 – 06/12)

#### **Strategies to increase parental involvement**

- Hold an annual Science Expo in Spring of 2012 showcasing independent research projects from the students.

#### **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.

## ANNUAL GOAL #7 AND ACTION PLAN

### **Annual Goal #7**

To increase the percent of students in the middle school reaching proficiency levels from a 62% to 65% on the New York State Math Test.

### **Comprehensive needs assessment**

School data generated from nystart and the progress report of previous years has shown that the percent of students reaching proficiency was higher. This past year, the middle school performed at a 62% proficiency and we are implementing strategies to increase the proficiency rating.

### **Instructional strategies/activities**

- Sub group goals:
  - To increase the percent of general education students who reached proficiency from 74% to 76%.
  - To increase the percent of students with disabilities who reached proficiency from 20% to 23%
  - To increase the percent of English Language Learners who reached proficiency from 19% to 22%
- Employ the workshop components in mathematics (ie: problems solving, explicit guidance, guided practice, etc) (9/11- 6/12)
- Use constructivist mathematics approach including explicit instruction during mini-lesson (9/11- 6/12)
- Guided group work in order to provide additional support in areas of need identified in assessments (9/11- 6/12)
- Individualized work in order to support students needs at their level (9/11- 6/12)
- Implement mathematics games to increase student engagement while reinforcing basic skills (9/11- 6/12)
- Use technology in the classrooms (9/11- 6/12)
- Utilizing Smartboards in all math classrooms to address visual learners and improve engagement (9/11- 6/12)
- Promote differentiation through the use of tiered activities to address various modalities and levels of ability twice a week (9/11- 6/12)
- Familiarize students with test taking skill through the use of a customized test-prep curriculum (2/12- 5/12)
- Reduce teacher to student ratio with co-teaching minimally three times a week (9/11- 6/12)
- Use of comprehensive quarterly projects and performance tasks to evaluate students' progress (every marking period)
- Implement an intensive Saturday Academy (2/12 - 5/12) based on data obtained from simulation assessment.
- Peer-tutoring (9/11- 6/12)
- Homework help and/or tutoring by high school volunteers (12/11 - 6/12)
- Assign students individual tasks that address deficit areas. Provide students with direct instruction, modeling strategies that promote skill development and application through the use of individual conferencing (9/11- 6/12)
- Use testing modifications for instruction and for assessments as appropriate. (9/11- 6/12)

- Use IEP recommendations to individualize and to tailor instruction to meet specific student needs. (9/11- 6/12)
- Weekly department meetings in lieu of teaching period (9/11- 6/12)

**Strategies to increase parental involvement**

- Math night is held twice a year. Students are encouraged to bring their parents to a night of math games, and investigations.
- Parents accompany their children to city-wide math competitions.
- Student progress and performance are posted on an online grading system, JupiterGrades. Parents can monitor their children’s grades with a personal username and password.
- Teachers utilize an online assessment and intervention tool entitled Acuity. Students go online and complete the review or assessments online. Parents and students can view their performance online.

**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.

**ANNUAL GOAL #8 AND ACTION PLAN**

**Annual Goal #8**

To increase the median growth percentage in the math for the middle school from 69% to 70%.

**Comprehensive needs assessment**

Last year, the median growth percentage was 69%. The Mott Hall V special education department is growing, and we are concerned about how the increase will effect the median growth percentage. Therefore, we have decided to set the goal at 70%.

**Instructional strategies/activities**

- Sub- Group goals
  - To increase the median growth percentage of general education students from 74% to 75%.
  - To increase the median growth percentage of students with disabilities from 64.5% to 66%
  - To increase the median growth percentage of English Language Learners from 72% to 75%
- Employ the workshop components in mathematics (ie: problems solving, explicit guidance, guided practice, etc) (9/11- 6/12)
- Use constructivist mathematics approach including explicit instruction during mini-lesson (9/11- 6/12)
- Guided group work in order to provide additional support in areas of need identified in assessments (9/11- 6/12)
- Individualized work in order to support students needs at their level (9/11- 6/12)
- Implement mathematics games to increase student engagement while reinforcing basic skills (9/11- 6/12)
- Use technology in the classrooms (9/11- 6/12)
- Utilizing Smartboards in all math classrooms to address visual learners and improve engagement (9/11- 6/12)
- Promote differentiation through the use of tiered activities to address various modalities and levels of ability twice a week (9/11- 6/12)
- Familiarize students with test taking skill through the use of a customized test-prep curriculum (2/12- 5/12)
- Reduce teacher to student ratio with co-teaching minimally three times a week (9/11- 6/12)
- Use of comprehensive quarterly projects and performance tasks to evaluate students' progress (every marking period)
- Implement an intensive Saturday Academy (2/12 - 5/12) based on data obtained from simulation assessment.
- Peer-tutoring (9/11- 6/12)
- Homework help and/or tutoring by high school volunteers (12/11 - 6/12)
- Assign students individual tasks that address deficit areas. Provide students with direct instruction, modeling strategies that promote skill development and application through the use of individual conferencing (9/11- 6/12)
- Use testing modifications for instruction and for assessments as appropriate. (9/11- 6/12)
- Use IEP recommendations to individualize and to tailor instruction to meet specific student needs. (9/11- 6/12)
- Weekly department meetings in lieu of teaching period (9/11- 6/12)

**Strategies to increase parental involvement**

- Math night is held twice a year. Students are encouraged to bring their parents to a night of math games, and investigations.
- Parents accompany their children to city-wide math competitions.
- Student progress and performance are posted on an online grading system, JupiterGrades. Parents can monitor their children's grades with a personal username and password.
- Teachers utilize an online assessment and intervention tool entitled Acuity. Students go online and complete the review or assessments online. Parents and students can view their performance online.

**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.

**ANNUAL GOAL #9 AND ACTION PLAN****Annual Goal #9**

To increase the percent of students who earn a 65% or higher on the regents (algebra, geometry, and algebra 2) from 81% to 83%.

**Comprehensive needs assessment**

The 2010- 2011 school year was the first year of the Mott Hall V high school. Algebra was offered to all ninth grade students, and there was a small group of geometry students. This year there are 9<sup>th</sup> and 10<sup>th</sup> grade students taking algebra, geometry or trigonometry.

**Instructional strategies/activities**

- Sub-group goals
  - To increase the percent of general education students who earn a 65% on the regents from 87% to 89%
  - To increase the percent of students with disabilities who earn a 65% on the regents from 53% to 55%
- Employ the workshop components in mathematics (ie: problems solving, explicit guidance, guided practice, etc) (9/11- 6/12)
- Use constructivist mathematics approach including explicit instruction during mini-lesson (9/11- 6/12)
- Guided group work in order to provide additional support in areas of need identified in assessments (9/11- 6/12)
- Individualized work in order to support students needs at their level (9/11- 6/12)
- Implement mathematics games to increase student engagement while reinforcing basic skills (9/11- 6/12)
- Use technology in the classrooms (9/11- 6/12)
- Utilizing Smartboards in all math classrooms to address visual learners and improve engagement (9/11- 6/12)
- Promote differentiation through the use of tiered activities to address various modalities and levels of ability twice a week (9/11- 6/12)
- Familiarize students with test taking skill through the use of a customized test-prep curriculum (2/12- 5/12)
- Reduce teacher to student ratio with co-teaching minimally once a week (9/11- 6/12)
- Use of comprehensive quarterly projects and performance tasks to evaluate students' progress (every marking period)

- Implement an intensive Saturday Academy (2/12 - 5/12) based on data obtained from simulation assessment.
- Peer-tutoring (9/11- 6/12)
- Assign students individual tasks that address deficit areas. Provide students with direct instruction, modeling strategies that promote skill development and application through the use of individual conferencing (9/11- 6/12)
- Use testing modifications for instruction and for assessments as appropriate. (9/11- 6/12)
- Use IEP recommendations to individualize and to tailor instruction to meet specific student needs. (9/11- 6/12)
- Weekly department meetings in lieu of teaching period (9/11- 6/12)

**Strategies to increase parental involvement**

- Student progress and performance are posted on an online grading system, JupiterGrades. Parents can monitor their children's grades with a personal username and password.
- Teachers utilize an online assessment and intervention tool entitled Acuity. Students go online and complete the review or assessments online. Parents and students can view their performance online.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	105	105						
<b>7</b>	100	100			15			
<b>8</b>	98	98			8			
<b>9</b>	107	107			10	10		
<b>10</b>	65	65				4		

11								
12								

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
<b>ELA</b>	Through the year we will have 6 weeks cycles for the students to receive additional services in ELA, which will enable our school to be able to provide instructional support to more students. Identification of student is based on analysis of classroom assessment data and teacher recommendations. During these blocks, the students are grouped based by their levels, and teacher observations. The ratio is 10:1, and the materials are created by the literacy department.
<b>Mathematics</b>	In our high school our at risk students are offered to stay after school one day a week during our 50 minutes blocks. The ratio is 10:1, and the materials are created by the department teacher.
<b>Science</b>	In our high school our at risk students are offered to stay after school one da a week during our 50 minutes blocks. The ratio is 10:1, and the materials are created by the department teacher.
<b>Social Studies</b>	In our high school our at risk students are offered to stay after school one days a week during our 50 minutes blocks. The ratio is 10:1, and the materials are created by the department teacher.
<b>At-risk Services provided by the Guidance Counselor</b>	Referrals to At-Risk Counseling are received through teacher referral, parent referral, and or student self-referral. Students meet weekly with school counselor to discuss issues that are impacting school performance (i.e. attendance, organizational skills, social skills with peers and adults, anger management). Based on individual needs; students are provided with individual or group counseling with aged peers. When necessary, school counselor will facilitate meetings with parents and teachers to discuss school performance. Referrals to outside counseling agencies and special education services are discussed when at-risk services are not meeting the needs of student. We also utilize our extended day program for service these students.

<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- 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;
- 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; Turnaround

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 students, parent members of the school's Parent Association (or Parent- Association), were asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I programs, 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;
- 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 accessing community and support services; and technology training to build parents' capacity to help their children at home;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

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***

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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



2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are assigned a school-based mentor to help them through the challenges of their first year. At our school, the new teachers develop a special relationship with their school-based mentor, who is there to help them grow quickly as a teacher. A mentor will assist a new teacher by planning with them, viewing their classroom practice, and conference with them to help them reflect on their teaching practice. Our mentors utilize a research-based Framework such as Santa Cruz or Danielson, to make certain they are focusing on areas they know will improve teacher practice and student performance. And this allows the Mentor to work with the teacher as they grow in the different components of teaching. In addition, our teachers and mentors work together on teacher and inquiry teams to look at student work and performance data so that teaching practices and curricula can be adjusted to best meet the needs of our students. This together with the school's professional development helps to focus our teachers on the school's mission and vision and how to best work with our students to meet our rigorous goals. New York State requires individuals with a Professional Certificate to complete 175 hours of professional development every five years to maintain their certification.

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.

Host ongoing monthly Parent Meetings to notify parents about the school's identification for improvement (SINI), their child/children participation in a 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. The school will provide written resources to our parents, telephone communications, emails, as well as 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. And the school will maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops to assist parents and families in sharing information and understanding of the School In Need of Improvement funding, school options for their children, and make certain that the extent possible all communications are provided in a language that parents can understand.

**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 <b>Jose Ruiz/Lawrence Pendergas</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>242</b>
School Name <b>Mott Hall V</b>			

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

Principal <b>Peter Oroszlany</b>	Assistant Principal <b>LeMarie Laureano/Devon Eisenbe</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ana Rosario</b>	Guidance Counselor <b>Mrs. Stark</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Rosa</b>
Related Service Provider <b>Mrs. Auriema</b>	Other <b>type here</b>
Network Leader <b>Lawrence Pendergas</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>481</b>	Total Number of ELLs	<b>55</b>	ELLs as share of total student population (%)	<b>11.43%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#### ELL IDENTIFICATION PROCESS

1- Our initial identification process includes the Home Language Surveys for students who are new to the New York City School System while for returning ELL's we use the results of the NYSESLAT to determine their continued eligibility. We identify new students at the time of registration when the Home Language Survey completed by parents and it indicates a home language other than English. As soon as the new English Language Learners are identified, the ESL coordinator conducts an informal interview of the parent. Then the same coordinator administers the LAB-R on the identified student and then handscores it to ensure proper placement within 10 days of their enrollment.

2-Upon determination of ELLs eligibility, parents are invited to a parent orientation facilitated by the ESL Coordinator, Parent Coordinator and a translator if needed. During the orientation parents are shown a DVD that describes the three programs that the NYCDOE offers and complete the program selection form. (Transitional Bilingual Education, Dual Language and Freestanding English As A Second Language)

Based on the program selection form and the LAB-R results, students are placed in the appropriate level of proficiency and program within 10 days of enrollment. If the parent selection form is not returned the default program for ELLs is transitional bilingual education.

4-The eligibility of ELL program participation for new students and returning students is finalized through distribution of entitlement and continuation letters. All letters and information are given in the identified native language to ensure complete understanding of program. A copy of all letters issued are maintained in the student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms. Various activities such as parent meetings, parent workshops, phone contacts and informational mailings have been planned for this school year to ensure that all documentation activities have been completed and to expand Parent's knowledge of the prescribed ELL program.

6-The current trend of program selection made by parents at Mott Hall V has been English as a Second Language. The school is prepared through continued monitoring of program selections made by parents to adapt to the needs that are identified. A parent who selects a bilingual program not available at our school will be provided a list of schools in the district that offer said programs. If the parent chooses to keep their student at Mott Hall V will be informed of a list that the school maintains of all parents who request TBE programs. When the TBE list identifies 15 students of the same native language in two consecutive grades in the middle school or twenty students in any single grade in high school, we will create a bilingual class to accommodate the identified need.

## 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   
Page 337  8  9  10  11  12

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							8	8	8	4	4			32
<b>Push-In</b>							5	2	1	1	1			10
<b>Total</b>	0	0	0	0	0	0	13	10	9	5	5	0	0	42

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	16
SIFE	4	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	22

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	10	1		23	3		22	1		55
<b>Total</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>23</b>	<b>3</b>	<b>0</b>	<b>22</b>	<b>1</b>	<b>0</b>	<b>55</b>

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
														L

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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							16	13	10	8	4			51
Chinese														0
Russian														0
Bengali								2						2
Urdu											1			1
Arabic														0
Haitian														0
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>15</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>56</b>

## 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).

## A. Programming and Scheduling Information

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?

### PROGRAMMING AND SCHEDULING

1-Mott Hall V is proud of its ability to maintain and develop excellent academic performance for its students. In an effort to support our English Language Learners we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous freestanding ESL program is both a push-in and pull out instructional model. A large percentage of our instructional plan calls for collaborative planning and curriculum-aligned support. We use ESL strategies both in the pull out and push in model. All ELLs at the school receive the appropriate units of study in ESL for their level of English proficiency, as per CR Part 154. Beginning ELLs at the High School level receive 3 units of study in ESL (540 mins) while the Intermediate ELLs receive 360 mins, and Advanced ELLs receive 180 mins. Beginning and Intermediate ELLs at the Middle School level receive 3 units of study (360) while the Advanced receive more than one unit of study (180 mins). We have implemented pull out for 2 periods of reading instruction and 3 periods of writing instruction for Middle school, and 4 periods of ESL Instruction for High School students. We also implement push-in in social studies instruction for our beginners and intermediate students to ensure meeting state requirements. For our 9<sup>th</sup> through 10<sup>th</sup> grade students, we are incorporating the social studies themes into our writing tutorials to strengthen the ESL support provided in the content area.

2- The pull out and push in component of our ESL plan requires at times co-teaching and individual direct instruction. This individualized and small group instruction includes a variety of hands on strategies to include flexible grouping, cooperative learning and scaffolding techniques in reading and writing. The pull out program more finely targets the strengths and needs of our beginning, intermediate, and advanced students. It addresses the four modalities based on basic interpersonal conversational skills as well as a strong emphasis on cognitive academic language proficiency. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through the use of accountable talk, active listening in addition to shared reading and writing structures during our pull out time. These approaches include process writing, balanced literacy, vocabulary development, cooperative learning, grammar language structures, contextualization and use of technology. More specifically stated it includes a wide scale use of vocabulary development builders, close exercises, multiple choice comprehension checks, reading reinforcement activities, discussion starters, role play, listening skills exercises, key grammatical structures, quizzes and tests appropriate to students' grades and level of proficiency. These strategies cross all curriculum areas and provide ongoing assessments based on the English as a Second Language standards in literacy and social studies.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

**Class/Content Area**

**Language(s) of Instruction**

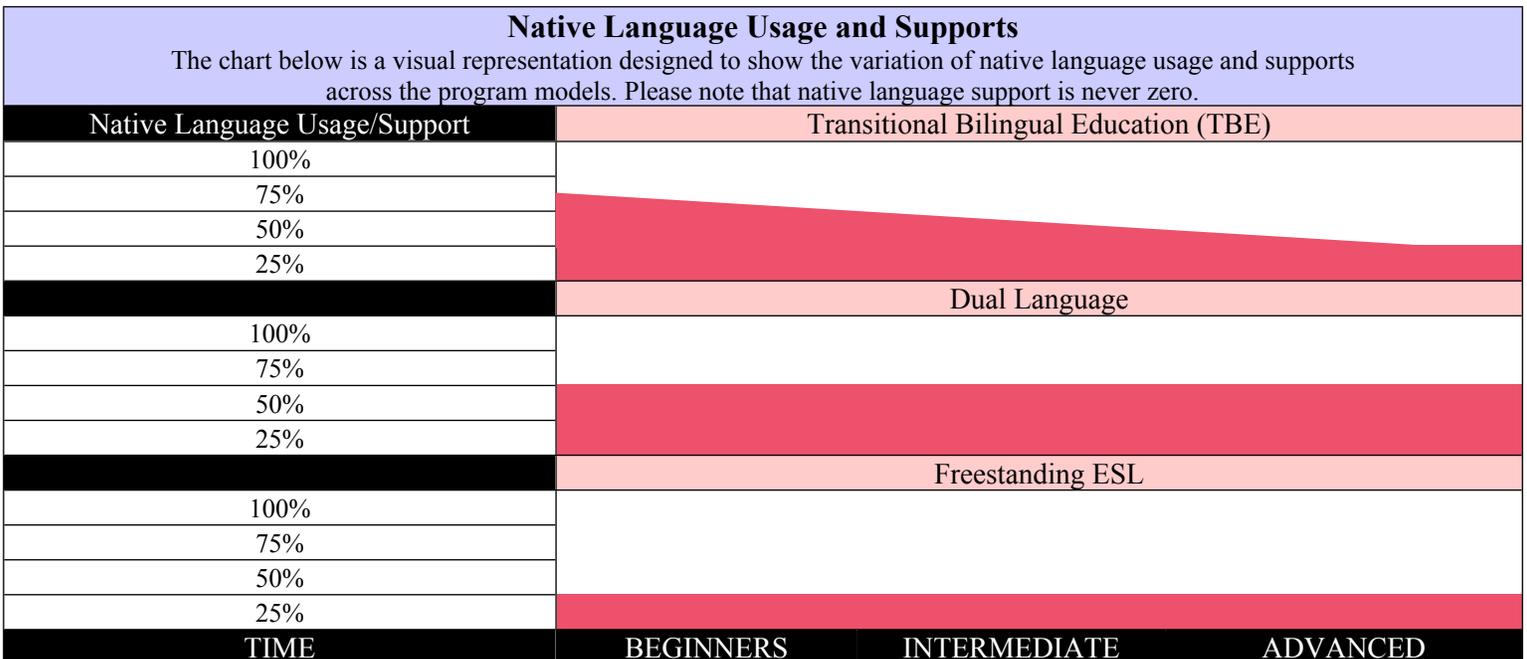
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

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

Differentiated instruction is pursued through a well balanced literacy model. The Bloom's Taxonomy elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. In addition, all ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are more advanced. With such a diversify learning approaches ELLs are able to discover language through experiments and process writing approaches.

We pay special attention to our SIFE population through differentiated instruction. SIFE students are included in Balanced Literacy Reading Writing Tutorials, and Book Clubs where we scaffold comprehension by paying special attention to vocabulary development. We also push in to provide extra support in the content areas.

Special attention is provided to long term ELLs by an intensive reading and writing instruction. Additionally we provide extra support in preparation for the NYSESLAT, in order to support their exit from the program.

In order to provide the best possible support to the ELLs that receive Special Education Services, we at Mott Hall V, increase the application of visual support to help them have a better understanding of the writing process. Also to increase their comprehensible input and meaning experience through scaffolded reading strategies, and increase application of kinesthetic strategies that support vocabulary development, syllabication, phonics and spelling. IEPs of individual student is reviewed to make sure that all instructional recommended strategies are properly implemented during instruction.

At Mott Hall V we also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two years extension, as well as for special accommodation during testing.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

### 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?

Paste response to questions 1-4 here

## 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)							1	2	0	0	0			3
Intermediate(I)							2	4	3	4	0			13
Advanced (A)							13	9	5	2	4			33
Total	0	0	0	0	0	0	16	15	8	6	4	0	0	49

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>							13	7	5	2	4		
	<b>P</b>							0	2	0	0	0		

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA 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				
Integrated Algebra	19		5	
Geometry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	16		9	
Physics				
Global History and Geography	7		3	
US History and Government	11		1	
Foreign Language				
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.

Paste response to questions 1-6 here

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 12x242      **School Name:** Mott Hall V

**Cluster:** 6      **Network:** 603

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

**Part A: Needs Assessment Findings**

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

In examining the data reported on the RDGS ATS report, we noted a high percentage of our students come from Spanish speaking families. 91% of our ELLs population speaks Spanish, 4% French, 2% Urdu and 4% Bengali. This information is obtained from our Home Language Survey, Emergency cards, ATS report and from meeting with our parents during our Welcome Back to School Night and Parent-Teacher Conferences. Furthermore, during our parent orientation sessions we observed a substantial number of parents that did not comprehend the English lanaguage sufficiently to participate with translation services. We also noted that of our French, Urdu and Bengali families, at least one adult is able to communicate proficiently in English based on our conversations with them during our initial in-take session and/or other meetings. This was not necessarily the case with all our Spanish-speaking families.

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.

As stated above, in analyzing the data from ATS, Home Language Surveys, Emergency cards and meeting the parents of our students, it was clear that all information, whether in written form or oral presentation, had to be provided in Spanish in addition to English. These findings were reported to the school community during our Parent Association meeting. However, as this is a predominantly Latino community, this was already evident to most members of our community. School members are made aware of this information during grade meetings and Faculty Conferences.

## 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.

All written documents are translated in-house by staff members that are proficient in the require language in a timely fashion. In general, all school letters are provided in both English and Spanish by the school secretary, the parent coordinator, or the assistant principal, all of whom are bilingual. We also provide parents with a translated copy of the Parents Bill of Rights and Responsibilities. All notices, both from the DOE and internal school notices, are provided in both English and Spanish. Once a notice is finalized in English, it is submitted for translation to the adminstrative supervisor managing the particular department, who in turn requests that it be translated; this is usually achieved within one day. (Some documents are taken directly from the NYCBOE website, which already provides translation in several 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.

Several staff members are available to provide oral interpretations when meeting with parents, including several teachers, Main Office personnel, our Parent Coordinator, the Assistant Principal, Guidance staff members, and parent volunteers. All parental events (ie. Welcome Back to School Night; Orientations; Parent Workshops) are presented in both English and Spanish by in-house staff members. In general, this is achieved in one of two ways: an English presentation is followed by a Spanish presentation OR one presentation is given with the presentor (and/or translator) sharing information in both English and Spanish. Recorded messages, such as through School Messenger, are provided in English and Spanish as well.

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>.

At the beginning of the school year, the school will determine the primary languages of the population being serviced. In the reviewing of the data, the languages used by more than 10% of the population will be targeted. At MHV, nearly 91% of families speaking another language, are Spanish speaking. In-house personnel will be utilized to translate information; if warranted, an outside translation service will be purchased.



## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Mott Hall V is proud of its ability to maintain and develop excellent academic performance for its students. In an effort to support our English Language Learners we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous freestanding ESL program is both a push-in and pull out instructional model. A large percentage of our instructional plan calls for collaborative planning and curriculum-aligned support. We use ESL strategies both in the pull out and push in model. All ELLs at the school receive the appropriate units of study in ESL for their level of English proficiency, as per CR Part 154. Beginning ELLs at the High School level receive 3 units of study in ESL (540 mins) while the Intermediate ELLs receive 360 mins, and Advanced ELLs receive 180 mins. Beginning and Intermediate ELLs at the Middle School level receive 3 units of study (360) while the Advanced receive more than one unit of study (180 mins). We have implemented pull out for 2 periods of reading instruction and 3 periods of writing instruction for Middle school. At the high school level, they receive 4 periods of ESL instruction with two push-in periods, one in Literacy and one in Writing. We also implement push-in in social studies instruction for our beginners and intermediate students to ensure meeting state requirements. For our 9th through 10th grade students, we are incorporating the social studies themes into our writing tutorials to strengthen the ESL support provided in the content area. The pull out and push in component of our ESL plan requires at times co-teaching and individual direct instruction. This individualized and small group instruction includes a variety of hands on strategies to include flexible grouping, cooperative learning and scaffolding techniques in reading and writing. The pull out program more finely targets the strengths and needs of our beginning, intermediate, and advanced students. It addresses the four modalities based on basic interpersonal conversational skills as well as a strong emphasis on cognitive academic language proficiency. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through the use of accountable talk, active listening in addition to shared reading and writing structures during our pull out time. These approaches include process writing, balanced literacy, vocabulary development, cooperative learning, grammar language structures, contextualization and use of technology. More specifically stated it includes a wide scale use of vocabulary development builders, close exercises, multiple choice comprehension checks, reading reinforcement activities, discussion starters, role play, listening skills exercises, key grammatical structures, quizzes and tests appropriate to students' grades and level of proficiency. These strategies cross all curriculum areas and provide ongoing assessments based on the English as a Second Language standards in literacy and social studies. Differentiated instruction is pursued through a well balanced literacy model. The Bloom's Taxonomy elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning

## Part B: Direct Instruction Supplemental Program Information

goals. Accomplishments are readily supported through verbal and written feedbacks. In addition, all ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are more advanced. With such a diversified learning approaches ELLs are able to discover language through experiments and process writing approaches.

We pay special attention to our SIFE population through differentiated instruction. SIFE students are included in Balanced Literacy Reading Writing Tutorials, and Book Clubs where we scaffold comprehension by paying special attention to vocabulary development. We also push in to provide extra support in the content areas.

Special attention is provided to long term ELLs by an intensive reading and writing instruction. Additionally we provide extra support in preparation for the NYSESLAT, in order to support their exit from the program.

In order to provide the best possible support to the ELLs that receive Special Education Services, we at Mott Hall V, increase the application of visual support to help them have a better understanding of the writing process. Also to increase their comprehensible input and meaning experiences through scaffolded reading strategies, and increase application of kinesthetic strategies that support vocabulary development, syllabication, phonics and spelling. IEPs of individual student is reviewed to make sure that all instructional recommended strategies are properly implemented during instruction.

At Mott Hall V we also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two years extension, as well as for special accommodation during testing. Our Freestanding English as a Second Language (ESL) program provides instruction in English, emphasizing English-language acquisition. through Literacy and Social Studies. Participating students come from primarily Spanish speaking families with a few from three other languages, Bangladesh, Urdu and French. English is the only common language among all students. The two ESL teachers collaborate with colleagues as we begin to look more closely at our developing intervention program. Our intervention plans will be based on Donald R. Bear's, *Words Their Way* and Patricia Cunningham's *Word Works*. The goals in the delivery of interventions is to raise their reading levels.

The transitional support for ELLs reaching proficiency on the NYSESLAT includes continued ESL support through strategic pull out and push in instruction. The emphasis on a balanced literacy approach to teaching includes a spotlight on comprehension as key, while phonics, vocabulary and spelling instruction is embedded in our work. Our book club and writing tutorial structure is new this year and provides us with additional time with our ELL population. Ongoing diagnostic assessment and data analysis allows us to target our instruction to meet the needs of our students. All necessary accommodations and modifications will be implemented to ensure appropriate assessment of student.

New programs or improvements for the upcoming school year will focus on increasing parental involvement and the implementation of a program that will include the ELL student and their parent. The objective of the program would be to increase both parent and student's ability to use the English

### Part B: Direct Instruction Supplemental Program Information

language as they communicate to one another.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development for the staff at MHV is conducted on a regular basis. This year we will begin to utilize the New York State ELL/ELA Standards as a source and resource for planning and instruction. All teachers of ELLs are included in the professional development initiatives at MHV throughout the year. Each week, we use part of our collaborative planning time to investigate and align ESL/ELA standards with the curriculum/instructional planning. Our ESL teachers participate in content area and grade meetings to share ELL strategies and to discuss individualized support for our ELLs. We are beginning to collect documentation of each of the collaborative team meetings so that we can review the work that we are doing. This Election Day, our ESL staff members will present a 1/5 hour workshop on how we can support ELLs in the content areas. These workshops will provide theory and methodology. Additionally, we seek support from our network; our support person provides support on a regular basis. ESL staff will attend additional training that will be shared as we work together to achieve successful and productive planning for our ELLs in 2011-12

### Part D: Parental Engagement Activities

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

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

Begin description here: Mott Hall V ensures that all parents, including parents of ELLs will be afforded the opportunity to participate in school meetings. Activities include: Holding monthly PTA meetings, SLT and all sub-committees of all of these bodies Parent Teacher conferences, cultural nights, orientation meeting for incoming 6th grade families, workshops, hiring of a parent coordinator, developing a parent resource center. Our procedures for informing the parents in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: In addition to the above-mentioned parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Translations of all documents are provided in the student's home language as needed. The parent coordinator will provide parents with a monthly parent packet that will include, but is not limited to, parent newsletter, PTA flyers, monthly

**Part D: Parental Engagement Activities**

calendar and workshop flyers. Full school mailings may be conducted at least four times a year. All communications with ELL parents to include group meetings and individual telephone calls are conducted in English and in the student's home language, as appropriate. Our school monitors the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

**Part E: Budget**

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

Allocation Amount: \$11,500

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"> <li>Per session</li> <li>Per diem</li> </ul>	\$10,000	Programs to support academic instruction: afterschool programs
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1,500	To purchase supplemental materials (ie books for book club that are more relevant to ELL students; videos.)
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		