



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MOTT HALL BRONX HIGH SCHOOL

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

_____09x252_____

PRINCIPAL: _____KATHRYN MALLOY_____ EMAIL:

KMALLOY@SCHOOLS.NYC.GOV

SUPERINTENDENT: ACTING: DONALD CONYERS

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
Kathryn Malloy	*Principal or Designee	
Faith Williams	*UFT Chapter Leader or Designee	
Blenda Joseph	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Moya Coleman Tanisha Springer	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

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 <ul style="list-style-type: none">• Increase attendance to 87.2%
Comprehensive needs assessment <p>Overall school attendance last year was 86.2%.</p>
Instructional strategies/activities <ul style="list-style-type: none">• The attendance team, composed of the assistant principal, social worker and attendance teacher, will meet weekly to review data and determine plans of action for students in each category (students are categorized according to their overall attendance rate). Interventions include at-risk counseling, assigning of mentors to students, incentives, automated phone calls home, monthly letters to students, working with attendance teacher to conduct home visits and calling ACS. For overage students, planning interviews will be scheduled and students will work with Ms. Rhodes, the social worker to look at alternate options if the traditional route has been unsuccessful.
Strategies to increase parental involvement <ul style="list-style-type: none">• Daily calls home for absences and lateness• Family Support Meetings• Parents informed of attendance rates and incentives for attendance• Attendance included on progress reports and report cards
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• Highly Qualified Teachers want to work in schools where they can see the fruit of their labor. Supporting teachers through ensuring students regularly attend school allows them to focus on instruction and student achievement. This allows for greater job satisfaction, which promotes retention.
Service and program coordination <ul style="list-style-type: none">• Our attendance team works with ACS and makes referrals to the appropriate agencies depending on the nature of the problem: substance abuse programs, family counseling and health services, etc.
Budget and resources alignment <p>Time is set aside in each team member's schedule meetings, outreach and family support. The attendance team will work in conjunction with the Student Support Team (SST) and the Academic Intervention Team (AIT) to make sure students are referred to the appropriate support services. We allocate money for attendance incentives and celebrations. Our grade teams will lead this effort to recognize and reward those with exceptional attendance. Budget source: Fair Student Funding (FSF)</p>

ANNUAL GOAL #2 AND ACTION PLAN

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

<p>Annual Goal #2</p> <ul style="list-style-type: none">• Improve college readiness by finishing application process for the International Baccalaureate Middle Years Program (IB, MYP) including aligning the assessments and curriculum to the Common Core standards.
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• Need to increase readiness for 11th graders entering the IB program in addition to• Increasing rigor to better prepare students for college• Need to align 9th and 10th grade curriculum, instruction and assessment with that of the 11th and 12th grade IB Diploma Program
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">▪ Curriculum Writing Institute (CWI) and Assessment Writing Institute (AWI): A 3-day intensive curriculum and assessment development institute. Staff will align MYP standards and assessments within content teams. After creating assessments they will plan units backwards from those assessments.▪ Staff sent to MYP trainings.▪ Staff participate in professional development related to MYP and peer review their assessments, units and student work throughout the school year.▪ Staff will work to align MYP standards and assessments with the Common Core standards and assessments.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Parents are informed of the MYP curriculum and assessments through mailings home, parent teacher conferences and participation in school events that are a part of the IB and MYP curriculum such as the annual student art show.• As they are developed and administered, parents will be given training on the new MYP/common-core aligned assessments.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• IB is a prestigious program that allows teachers access to top-notch professional communities and training. Teachers are allowed flexibility to create their own curriculum, work collaboratively with their colleagues and help students in achievement of rigorous standards. This helps to build and maintain a professional culture in the school that helps us to attract and retain highly qualified teachers.
<p>Service and program coordination</p> <ul style="list-style-type: none">• In order to support students in achieving rigorous academic goals, Mott Hall has partnered with Blue Engine, Gear Up and buildOn. Blue Engine helps to ensure students have the prerequisite skills in Literacy and Math. Gear Up supports students through tutoring and presentations in AVID classes pertaining to college readiness. buildOn supports the international mindedness and community service aspects of the IB program.
<p>Budget and resources alignment</p> <ul style="list-style-type: none">▪ Per Session/Curriculum Rate Funds to pay staff to work at CWI and AWI▪ OTPS:<ul style="list-style-type: none">○ Staff Travel: Ensure enough money is set aside for staff to attend trainings that may not occur in the immediate area.○ IB Annual Fees: Set aside money for application fees

- IB Test Fees: Set aside money to pay for student testing fees
- Budget sources: Fair Student Funding (FSF), Title 1 Set Asides for Highly Qualified Teachers

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Create a shared understanding of instructional excellence.

Comprehensive needs assessment

- Need to improve student progress as indicated on the progress report:
- Need for basis for differentiated staff development opportunities
- Need for structure to better assess teacher effectiveness
- Need for a common language around excellence
- Need to clarify expectations for teachers

Instructional strategies/activities

- The teaching staff will engage in a collaborative study of Charlotte Danielson's *A Framework for Teaching*.
- The staff will engage in self-reflection and goal-setting based on Danielson's framework.
- A group of teachers will pilot a new supervisory model using the framework.

Strategies to increase parental involvement

Mott Hall works to involve parents in all aspects of school life. Parents are kept abreast of school activities through monthly parent newsletters. This year, we are combining grade specific meetings to two Parent Nights and Potluck Dinner in which parents learn about the curriculum and instruction in the school. In addition, parents are invited to all school assemblies, act as volunteers for school events such as picture day and are asked to chaperone school trips and dances.

Strategies for attracting Highly Qualified Teachers (HQT)

- Maintaining Mott Hall's culture of a professional learning community is what helps us to attract and retain HQT. The work with Danielson will help us to further differentiate teacher PD and opportunities for professional growth.

Service and program coordination

Does not apply

Budget and resources alignment

- Create a .2 instructional coach position
- Create time for instructional leadership team to meet specifically about instruction and professional development
- Set aside OTPS funds to purchase a copy of *A Framework for Teaching* for all pedagogues.
- Create after school PLCs to study the framework and arrange for per-session
- Budget source: Fair Student Funding (FSF)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Increase Community within the school and improve the school environment

Comprehensive needs assessment

- Need to acknowledge and reward high-achieving students
- Need to reinforce expectations and focus on academic achievement
- Need to improve student morale and investment in their school
- Need to improve communication

Instructional strategies/activities

- Designation of Grade Team Advisors (GTAs)
- GTAs will analyze attendance and grade data in order to create a system of rewards and incentives
- GTAs will organize monthly meetings with all the students on a grade to share achievements, awards, etc.
- Creation and publication of a three-tier honor roll each quarter
- Weekly newsletter to staff with announcements and “shout-outs”
- Publication of minutes from school teams
- Acknowledge/celebrate milestones through the “sunshine committee.”
- Give staff opportunities to come together through holiday celebrations organized by the “moonlight committee.”

Strategies to increase parental involvement

- School will develop a parent curriculum and offer parents experiences we believe will help them to help their children be successful. Regular transcript and grades reviews, college readiness workshops and parenting workshops given by outside agencies will be offered. (Assistant Principal/Parent Coordinator)

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly Qualified Teachers want to be able to grow professionally in a community of their peers. At Mott Hall we strive to involve teachers in all aspects of school improvement including revision of the supervisory process. This not only increases investment on the part of the staff, but improves our process because of increased representation in the creation of the process.

Service and program coordination

- buildOn will coordinate several school-wide days of service during which staff and students will perform community service.
- buildOn will monitor students' completion of their CAS hours.

Budget and resources alignment

- Per-session allocation for Grade Team Advisors
- SBO 37.5 minutes to be used for grade-level meetings
- Modify schedule once per month to accommodate community meetings
- Allocate OTPS for incentives and other supports such as displays
- Allocate space for buildOn staff
- Create .2 buildOn coordinator position
- Budget sources: Fair Student Funding (FSF)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Algebra Regents pass rate among 10th graders who failed the exam in June 2011 of at least 50%.

Comprehensive needs assessment

- Algebra Regents pass rate among 9th graders was 21% (all 9th grade students) or 24% (among those who took the test)

Instructional strategies/activities

- Partner with Blue Engine to provide full-time teaching assistants in all Algebra classes.
- Use Blue Engine's tracking system to track student progress and plan interventions.
- Group students according to need for differentiated small-group instruction

Strategies to increase parental involvement

- Parents will be kept abreast of student progress through regular updates using progress reports, report cards and phone calls home.
- School will develop a parent curriculum and offer parents experiences we believe will help them to help their children be successful.

Strategies for attracting Highly Qualified Teachers (HQT)

- The extra support offered by Blue Engine will help to retain HQT and attract others by way of expanding our recruiting network.

Service and program coordination

- Partnership with Blue Engine will be managed by the Principal.
- Gear-Up will be our partner in planning for afterschool extra help.

Budget and resources alignment

- Funds will be allocated for Blue Engine.
- Lead teacher and BETAs will be given common planning time.
- Lead teacher and BETAs will be given time for reflecting and honing the partnership.
- Budget source: Fair Student Funding (FSF)

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	90	90	20	30			29	
10	60	17	44	30			23	
11	10	29	2	4	80		18	
12	17	6	1	31	77		15	

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students coming in to Mott Hall at a Level 1 on ELA are enrolled in a Reading class using the program Voyager; students receive these supports until they are reading on grade level. Students who fail the ELA Regents are enrolled in a Regents Prep class, which focuses students on skills needed to pass the Regents. In addition, after school classes are held 4 days a week while Saturday school runs from December – January and May – June.</p> <p>All 9th grade students as well as low performing 10th grade students receive support from Blue Engine Teaching Assistants in the form of small group instruction and tutoring during class time.</p> <p>In addition, Mott Hall offers the following: Push in/Pull out services Advisory: Provides students with study and time management skills</p>
Mathematics	<p>Students who come into Mott Hall with Level 1 or 2 in Math are enrolled in a Math Foundations class which will give them the base needed to be successful in Algebra the following year. Students who fail the Algebra Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June.</p> <p>All 9th grade students as well as 10th, 11th, and 12th grade students who did not pass the Algebra Regents receive support from Blue Engine Teaching Assistants in the form of small group instruction and tutoring during class time.</p> <p>In addition, Mott Hall offers the following: Push in/Pull out services Advisory: Provides students with study and time management skills</p>
Science	<p>Students who fail the Living Environment Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June.</p> <p>In addition, Mott Hall offers the following: Push in/Pull out services Advisory: Provides students with study and time management skills</p>
Social Studies	<p>Students who fail the History Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June.</p> <p>In addition, Mott Hall offers the following:</p>

	<p>Push in/Pull out services Advisory: Provides students with study and time management skills</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>College Advisement beginning in 11th Grade. All 12th graders have individual meetings with a college advisor and are scheduled for a 1 credit class which supports the college application process. Mott Hall also works with ReServe to bring in a reservist who meets with students after school to help them with their college essays.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>N/A</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Social worker works with small groups of at risk students; students work on pre- determined goals; at risk students are referred to the SST and a plan is made</p>
<p>At-risk Health-related Services</p>	<p>Condom distribution program</p>

**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 Maldonado, Deb/ Gambino, Barb	District 9	Borough Bronx	School Number 252
School Name Mott Hall Bronx High School			

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

Principal Kathryn Malloy	Assistant Principal Mary Barnes
Coach Stephanie Zaccardo	Coach Stephanie Zaccardo
ESL Teacher Diane Yacenda	Guidance Counselor Mary Barnes
Teacher/Subject Area Jamie Dunnick/World Language	Parent Blenda Joseph
Teacher/Subject Area type here	Parent Coordinator Gicary Peguero
Related Service Provider type here	Other type here
Network Leader Barbara Gambino	Other type here

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

D. School Demographics

Total number of students in school	352	Total Number of ELLs	35	ELLs as share of total student population (%)	9.94%
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Part II: ELL Identification Process

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

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

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

Mott Hall provides multiple opportunities for parents to learn about the programs offered here. We provide both orientation and information sessions. The dates and times of these sessions are communicated via phone calls, translated letters sent via mail, backpack, and email. Parents are sent a translated program survey and description of program options. These surveys are also available at our information sessions. During these sessions, administrators and the ESL teacher are available for questions. Parent attendance at information session has been low in years past. We have addressed this by scheduling the session at the same time as student events or Parent Association meetings. We offer food and other incentives to get parents to join us. If forms are never returned, the default program for our ELLs is Freestanding ESL as per CR Part 154.

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12
Page 17

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										3	3	3	2	11
Total	0	0	0	0	0	0	0	0	0	3	3	3	2	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	8
SIFE	4	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									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	7	1	2	10	2	2	18	1	4	35
Total	7	1	2	10	2	2	18	1	4	35

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0

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
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 <u>TW</u>														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	11	4	10	32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1		1	3
TOTAL	0	8	12	4	11	35								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

Mott Hall Bronx High School has a Freestanding ESL program that provides instruction via the push-in, pull-out or collaborative models depending on the needs of the ELL population. Students are grouped together in different configurations throughout the day and week to optimize our capacity. We offer small group instruction in homogeneous groups as often as possible. Our beginner ESL students receive the most frequent and direct instruction via our push-in, pull-out, and collaborative teaching models. Our intermediate and advanced ESL students receive services primarily via our push-in and collaborative teaching models.

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

Since our foreign language department has decreased to only one teacher this year, we can no longer offer as many NLA classes to our ESL population as in past years. While 87% of our ESL population received NLA instruction last year, our budget supports NLA instruction for approximately 20% this year. We can only offer NLA instruction to our 9th graders and new transfer students. Due to the same budget constraints, some ELLs do not receive any NLA support because we do not have the capacity at our school to offer multiple foreign languages. However, we supplement instruction with native language-based materials as needed.

In the collaborative model, the ESL teacher works with the content teachers via the SIOP model. Our 9th and 10th grade ELLs are grouped together in smaller ELA classes with underperforming non-ELLs. We have partnered with a new educational organization this year called Blue Engine, which allows us to supplement our ELA classrooms with 3 additional teaching assistants (BETAs). The organization's goal is to reduce the instructor-to-student ratio in order to increase student achievement. Through this unique teaching model, we are able to explicitly teach vocabulary, reading comprehension strategies and writing skills an individual level. We offer multiple activities and projects to extend language acquisition in all four modalities. The ESL teacher works with the ELLs to target specific language acquisition learning objectives in addition to the content. We simultaneously work with students on developing their BIC skills and CAL proficiencies. The ESL teacher also assists in preparing lesson plans and modifying the curriculum to address the learning needs of ELLs.

In the push-in model, the ELA and ESL teachers work together to prepare both the ELLs and non-ELLs for the Regents Exam in June 2012. We collaboratively develop and deliver an inquiry-based curriculum that engages all students in meaningful, effective ways. ELLs are given opportunities to write in a variety of genres and to develop literary analysis skills. The ESL teacher supports the ELA teacher in modifying instruction, materials and assessment to better fit the needs of ELLs. All students are additionally assigned a targeted grammar education plan for which students focus on improving specific skills. The ESL teacher supports and works with the ELLs to build language acquisition and proficiency across all modalities.

In the pull-out model, the ESL teacher works with 12th grade ELLs on maximizing content comprehension and building literacy skills for

A. Programming and Scheduling Information

the high-stakes, Regents-bearing courses. Two of our ELLs in 12th grade are at risk of not graduating in June 2012 because of low test scores and two are seeking higher test scores to qualify for a Regents Diploma. The ESL teacher uses New York State standards-based resources from Triumph Learning's Coach Program, including Ladders to Success on the Regents in Reading and Writing and Global History Regents Coach, in order to prepare for the Regents Exams. We reinforce and review the content presented in class via sheltered instruction. The majority of 12th grade ELLs, who are on track for graduation, continue to develop their reading and writing skills in order to prepare for higher education.

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

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

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

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

A. Programming and Scheduling Information

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	who are ready, willing and able to be integrated in the general education classroom, then we work with those students to mainstream them into a content area that plays to their strengths as a student.		
75%			
50%	Dual Language		
25%			
100%	Freestanding ESL		
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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?

We have a number of intervention programs for ELLs and non-ELLs who are struggling in ELA, math, and other content areas. We have an Academic Intervention Team (AIT) that reviews student data to identify struggling students and to prescribe interventions to prevent

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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After achieving proficiency, former ELLs continue receiving transitional academic support in whatever capacity needed. The needs vary depending on the student. The ESL teacher continues to work with former ELLs to pass any remaining Regents Exams and to fulfill all graduation requirements. All ELLs continue to receive the appropriate testing accommodations for two years after reaching proficiency on the NYSESLAT.

The AVID curriculum is not new this year either, however, the ESL teacher plans to work closer with AVID teachers to help ELLs set realistic and attainable goals. We have replaced our use of the Journeys III reading program with the opportunity to work with Blue Engine in our 9th and 10th grade ELA classes. We continue to use the Journeys III reading program on a smaller scale in our self-contained special education classes. We have expanded our partnership with the non-profit organization buildOn to a schoolwide effort to increase community service and global awareness across all grade levels. Throughout the school year, we will offer daily and weekly service opportunities in addition to three school-wide Service Days. We have similarly expanded the Creativity, Action, Service (CAS) component of the IB program to the 9th graders and 10th graders. Students are required to complete a set number of CAS hours per quarter and for the year. Our 9th grade ELLs will seek out opportunities to be creative, to be active and to give back to the community. Additionally, our partnership with Gear Up will allow us to offer an SAT preparation program for the 11th grade ELLs to improve the vocabulary, reading comprehension, writing and math skills that will be tested in May 2012.

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

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

- We have multiple laptop carts available for whole class and individual student instruction that are used to promote computer literacy.

B. Programming and Scheduling Information--Continued

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

- We have multiple laptop carts available for whole class and individual student instruction that are used to promote computer literacy.
- We have LCD and overhead projectors in every classroom to provide ELLs with a visual representation of the content.

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

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

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

D. Professional Development and Support for School Staff

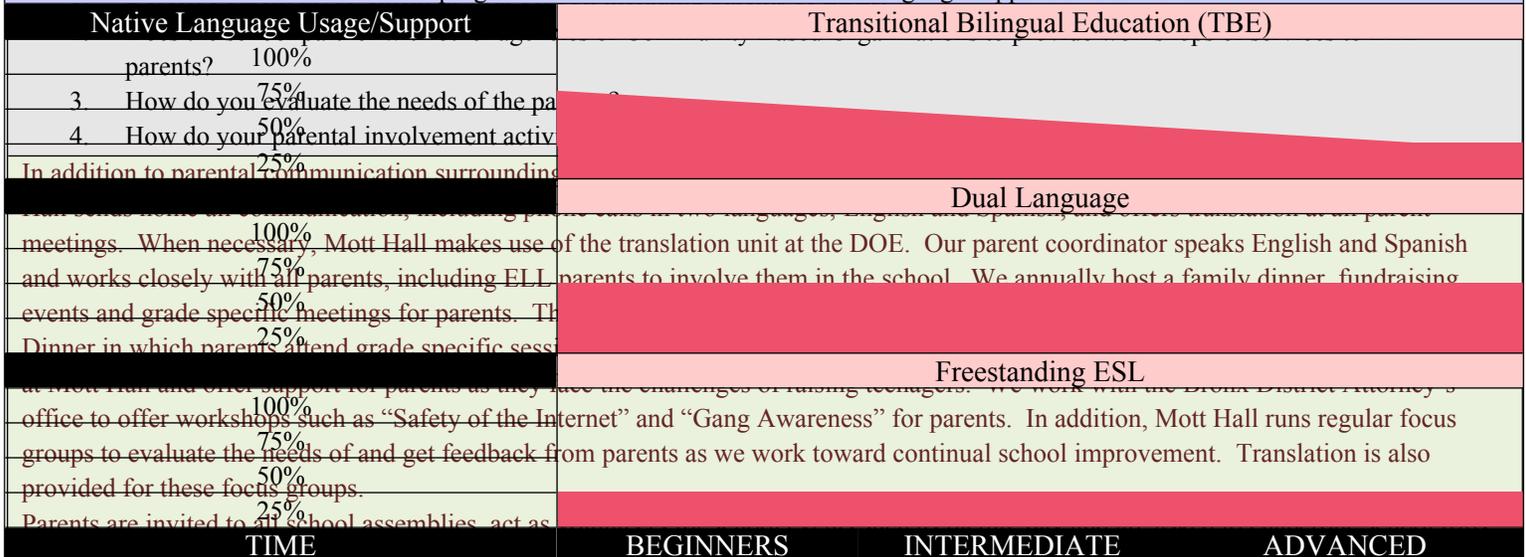
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for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

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

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

Native Language Usage and Supports

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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

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17. What language electives are offered to ELLs?

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The AVID curriculum is not new this year either, however, the ESL teacher plans to work closer with AVID teachers to help ELLs set realistic and attainable goals. We have replaced our use of the Journeys III reading program with the opportunity to work with Blue Engine in our 9th and 10th grade ELA classes. We continue to use the Journeys III reading program on a smaller scale in our self-contained special education classes. We have expanded our partnership with the non-profit organization buildOn to a schoolwide effort to increase community service and global awareness across all grade levels. Throughout the school year, we will offer daily and weekly service opportunities in addition to three school-wide Service Days. We have similarly expanded the Creativity, Action, Service (CAS) component of the IB program to the 9th graders and 10th graders. Students are required to complete a set number of CAS hours per quarter and for the year. Our 9th grade ELLs will seek out opportunities to be creative, to be active and to give back to the community. Additionally, our partnership with Gear Up will allow us to offer an SAT preparation program for the 11th grade ELLs to improve the vocabulary, reading comprehension, writing and math skills that will be tested in May 2012.

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

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

- We have multiple laptop carts available for whole class and individual student instruction that are used to promote computer literacy.

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?

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

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

- We have multiple laptop carts available for whole class and individual student instruction that are used to promote computer literacy.
- We have LCD and overhead projectors in every classroom to provide ELLs with a visual representation of the content.

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

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

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

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?

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

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Parents are invited to all school assemblies, act as volunteers for school events such as picture day and are asked to chaperone school trips and dances.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										5	3	4	4	16
Advanced (A)										3	1	3	2	9
Total	0	0	0	0	0	0	0	0	0	8	4	7	6	25

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
	I										0	0	0	2
	A										4	0	3	1
	P										7	5	5	3
READING/ WRITING	B										0	0	0	0
	I										5	2	4	4
	A										3	1	3	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P										3	1	1	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	12		10	
Integrated Algebra	18		15	
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment	9		6	
Physics				
Global History and Geography	8		4	
US History and Government	18		5	
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The data patterns suggest that our ELLs take longer to reach proficiency in reading and writing more than in listening and speaking. We have over 70% of our ELLs reaching proficiency in listening/speaking and 28.5% reaching an advanced level. While, on the other modalities, we have 45% of our ELLs reaching advanced or better in reading/writing and 55% reaching an intermediate level. We are constantly striving to find new and better ways to engage our students meaningfully. These patterns reinforce the need for our current instructional strategies to continue building literacy skills in all content areas.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Mott Hall Bronx High School		School DBN: <u>09X252</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathryn Malloy	Principal		11/30/11
Mary Barnes	Assistant Principal		11/30/11
Gicary Peguero	Parent Coordinator		11/30/11
Diane Yacenda	ESL Teacher		11/30/11
	Parent		1/1/01
Jamie Dunnick	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		1/1/01
Stephanie Zaccardo	Coach		11/30/11
	Coach		
Mary Barnes	Guidance Counselor		11/30/11
Barbara Gambino	Network Leader		11/30/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x252 **School Name:** Mott Hall Bronx High School

Cluster: 5 **Network:** 562

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

Part A: Needs Assessment Findings

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

Mott Hall sends uses the blue cards to determine home language. Home language is entered into ATS. We use this information to make sure letters and messages are sent home in all languages.

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

The most common home languages are English and Spanish. Although we have families that speak other languages, they all communicate in English.

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 home mailings are translated into Spanish and sent home. We have an automated message system which uses the field in ATS to determine which language to play the message in. In the past, we have used the DOE translation unit to meet our needs for languages other than Spanish or English.

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.

We have several office staff members who are available for translation whenever necessary. In addition, if necessary, we use the DOE translation unit services.

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>.

Mott Hall works to involve parents in all aspects of school life. Mott Hall sends home all communication, including phone calls in two languages, English and Spanish, and offers translation at all parent meetings. When necessary, Mott Hall makes use of the translation unit at the DOE. Our parent coordinator speaks English and Spanish and works closely with all parents. We annually host a family dinner, fundraising events and grade specific meetings for parents. In addition, with each document we provide, we also provide a coversheet telling parents how to obtain translation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Mott Hall Bronx High School	DBN: 09X252
Cluster Leader: Debra Maldonado	Network Leader: Barbara Gambino
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> *NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> *Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> *9 <input type="radio"/> *10 <input type="radio"/> *11 <input type="radio"/> *12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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 offers Saturday School programs to help students prepare for the Regents Exams and for school assessments. The ESL and ELA teacher will team together to provide support for English Language learners for 13 Saturdays throughout the year.

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: Mott Hall provides teacher run professional development sessions. Expert teachers plan and facilitate 6 week sessions and staff can select from three options. The ESL teacher will provide professional development to staff members on best practices for English Language Learners.

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:

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

Part D: Parental Engagement Activities

asked to chaperone school trips and dances.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	11,075.58 (222 hours of per session at \$49.89)	1 ESL Teacher to plan and facilitate a Professional Learning Community for 2 - 6 week sessions (3 hours per week) = 36 hours 12 teacher participants in PLC (1.5 hours per week for 6 weeks) = 108 hours 1 ESL Teachers to run Saturday School for 3 hours 13 Saturdays a year = 39 hours 1 ELA teacher to push into ESL class for 13 Saturdays a year = 39 hours
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	124.00	Supplies for Instructional programs above
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL	<u>\$11,200</u>	