



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: CARRON STAPLE

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	
Moustapha Ward Silvia Puma	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

We will use the Danielson framework to work towards having a common language surrounding teacher practice in domains one, two and three.

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.

We need a common framework in order to improve instruction and provide more effective feedback. This framework will then allow us to improve instruction across classes and support teacher development by focusing on domains one, two, and three. The framework also pushes teachers to think about how to address the needs of students with different learning styles.

Instructional strategies/activities

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

Danielson framework focuses on working with ELL and special education students. These subgroups of students have not shown significant growth based on our data and this framework will allow us to give targeted feedback to teachers on these subgroups. The key personnel that we will use to implement these strategies are: the administrative team, Content Team Leaders, the Professional Development (PD) Team, and Grade Teams. Teachers do a self-assessment to gauge where they feel they fall on the Danielson rubric. They will also work in content and grade teams to negotiate what the domains and indicators “look like” in practice. In addition, teachers will visit each other’s classrooms to do low-inference observations around selected domains and receive informal feedback from administration aligned to the Danielson rubric. This process will be initiated in the summer of 2012 at the annual summer retreat and will be transitioned into our staff PD sessions every Wednesday. Informal and formal observations, starting in September, will use this framework.

Strategies to increase parental involvement

- During our Parent orientation and Title I parent meeting, parent will be informed about this work and how it will affect the work the students are being asked to do (higher level of questioning, changes to assessments, increase in rigor and higher order thinking skills)
- This will also be covered during the parent meeting held for parents of English Language Learners

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Leadership:** Create a vacancy for an AP of Instruction to support implementation of framework
- Create time for instructional leadership team to meet specifically about instruction and professional development
- **OTPS:** funds to purchase a copy of *A Framework for Teaching* for all pedagogues.
- **Per session:** Create after school PLCs to study the framework

Budget source: Fair Student Funding (FSF)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

All classroom teachers will administer two performance assessments aligned to IB and/or MYP standards and the Common Core and use the data to improve student performance.

Comprehensive needs assessment

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

We must prepare to transition to the Common Core Standards in addition to preparing our underclassmen for the work of the IB Programme in the 11th and 12th grades. The data we collected originated from multiple choice and short answer questions from previous assessments not as useful or telling as data we have collected from performance based tasks. Given that New York State, and for the most part the entire country, is moving towards Common Core, we had to ensure that our school was on track to successfully make that transition.

We also need to increase readiness for 11th graders entering the IB program in addition to increasing the rigor to better prepare students for college. Also, we need to align 9th and 10th grade curriculum, instruction and assessment with that of the 11th and 12th grade IB Diploma Program. All of the needs around college readiness and increasing the rigor of our assessments align with this goal.

Instructional strategies/activities

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

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. The key personnel that will be used to implement these strategies include: Content team leaders, the administrative leadership team, the PD team, and Staff sent to MYP trainings.

Staff will participate in professional development related to MYP and peer review their assessments, units and student work throughout the school year. We will also involve pedagogues by having our CWI (Curriculum Writing Institute) and AWI (Assessment Writing Institute) over the summer. Staff will also work to align MYP standards and assessments with the Common Core standards and assessments. The assessments from these institutes will be completed by the end of the summer and will be locked down to ensure uniformity across grades and courses.

Strategies to increase parental involvement

- During our Parent orientation and Title I parent meeting, and on parent teacher night, parents will be informed about this work and how it will affect the students' grades (Performance Tasks represent a significant percentage of each quarter grade).
- This will also be covered during the parent meeting held for parents of English Language Learners

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Per Session/Curriculum Rate Funds:** to pay staff to work at CWI and AWI
- **Per Session:** for Content Team Leaders to facilitate assessment work throughout the school year
- **OTPS:**
 - Staff Travel: Ensure enough money is set aside for staff to attend trainings that may not occur in the immediate area.
 - IB Annual Fees (Both MYP and DP): 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

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

Improve student attendance targeting the 9th and 10th grades

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.

Overall school attendance last year was 84.9%

Instructional strategies/activities

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

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

- Parents will be informed of our attendance policy as well as our incentives program in letters home, at our annual Title I parent meeting, at PA meetings, and at our parent teacher night.
- Parents of students with attendance issues will be called in for a meeting and when appropriate a planning interview and be offered support with strategies from the school and/or alternative placements that might be more appropriate for the student.
- School will use School Messenger to communicate with parents regarding attendance and lateness.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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) 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.

OTPS: incentives and celebrations

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
IEP students will be programmed into the Least Restrictive Environment (LRE) appropriate for each of their four major courses in order to improve student achievement.

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.

Our previous programming of special education was limited to Self Contained and SETTS services. With our increasing population of special education students and the Special Education reforms we need to add ICT classes and individually program students into the LRE for each class.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Special Ed teachers will meet to discuss what the LRE is for each student in each subject area.*
- *The Special Ed coordinator will work with the programmer to create individualized programs for each IEP student.*
- *The LRE recommendations will be reviewed at annual reviews and at the end of the year.*
- *By June 2013, all IEP students will be flexibly programmed to meet their needs*
- *By June 2013, all IEPs will include LRE recommendation of each of the four major subject areas*

Strategies to increase parental involvement

- All parents are present at IEP meetings and will have input on their individual students' IEP.
- This goal will be presented at our Annual Title I meeting as the increase in ICT classes affects both regular education and special education students. Parents will be given the facts about ICT, and we will let them know about our PD plan for training staff on how to be most effective as an ICT team.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **High School Departments:** Hire 3 additional special education teachers
- **Per session:** for teacher leader in ICT
- **OTPS:** Instructional resources to support diverse learning styles including LCD projectors, student computers, manipulatives

Budget source: 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

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

All teachers will receive actionable feedback through informal and formal observations

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.

Student outcomes were indicative of inadequate teacher growth. More frequent, brief observations have been shown to produce greater outcomes for improving teacher practice. Over 1/3 of our staff this year is new to teaching and/or Mott Hall and we knew that would require more capacity for supervision.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- *Observation calendar including proposed benchmarks per six-to-eight week cycle.*
- *Individual goal-setting conversations with each teacher at beginning of year, mid-year and end-of-year*
- *Collective review of observations and feedback notes by leadership team after each Observation Cycle to surface emerging trends and inform mid-course adjustments.*
- *Participate in TNTP Performance Tracker conversations to identify teacher performance trajectory and inform retention/development plans.*
- *Observation calendar*
- *Copies of written feedback or emails memorializing verbal feedback and agreed upon next steps*
- *TNTP Performance Tracker Reports*
- *Beginning of year, mid-year and end-of-year goal-setting conversation outcomes per teacher*

Strategies to increase parental involvement

- During our Parent orientation and Title I parent meeting, parent will be informed about this work and how it will affect the work the students are being asked to do (higher level of questioning, changes to assessments, increase in rigor and higher order thinking skills)
- This will also be covered during the parent meeting held for parents of English Language Learners.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **High School Departments:** Created data-specialist position (.6 teaching position) to manage school data to give teachers feedback on course pass rates and assessments
- **OTPS:** Purchase "Leverage Leadership" to assist leadership team with giving feedback to teachers
- **OTPS:** Leadership retreat to work on systems and methods of feedback for teachers

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	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. All 9 th grade students as well as low performing 10 th grade students receive support from Blue Engine Teaching Assistants in the form of small group instruction and tutoring during class time.	<ul style="list-style-type: none"> • Small group • Push in/Pull out services • College 101/201/301/401: Provides students with study and time management skills 	<ul style="list-style-type: none"> • During the school day • On Saturdays
Mathematics	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. All 9 th grade students as well	<ul style="list-style-type: none"> • Small group • Push in/Pull out services • College 101/201/301/401: Provides students with study and time management skills 	<ul style="list-style-type: none"> • During the school day • On Saturdays

	as 10 th , 11 th , and 12 th 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.		
Science	Students who fail the Living Environment Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June. In addition, Mott Hall offers the following:	<p>Small group Push in/Pull out services</p> <ul style="list-style-type: none"> • Advisory: Provides students with study and time management skills 	<ul style="list-style-type: none"> • During the school day • On Saturdays
Social Studies	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.	<ul style="list-style-type: none"> • Small group • Push in/Pull out services • College 101/201/301/401: Provides students with study and time management skills 	<ul style="list-style-type: none"> • During the school day • On Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	College Advisement beginning in 11 th Grade. All 12 th 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	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the school day •

	<p>ReServe to bring in a reservist who meets with students after school to help them with their college essays.</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>Condom distribution program</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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.

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. 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. 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. In addition, the extra support offered by Blue Engine will help to retain HQT and attract others by way of expanding our recruiting network.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										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. [①](#)

	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
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.

Currently, we have 6 ELLs in self-contained special education classrooms who receive double periods of ELA and social studies instruction in addition to ESL support to make learning as comprehensible and accessible as possible. We emphasize building reading comprehension and writing skills in every content area in an effort to reduce their deficiencies. If and when we have special needs ELLs who are ready, willing and able to be integrated in the general education classroom, then we work with those students to mainstream them into a content area that plays to their strengths as a student.

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

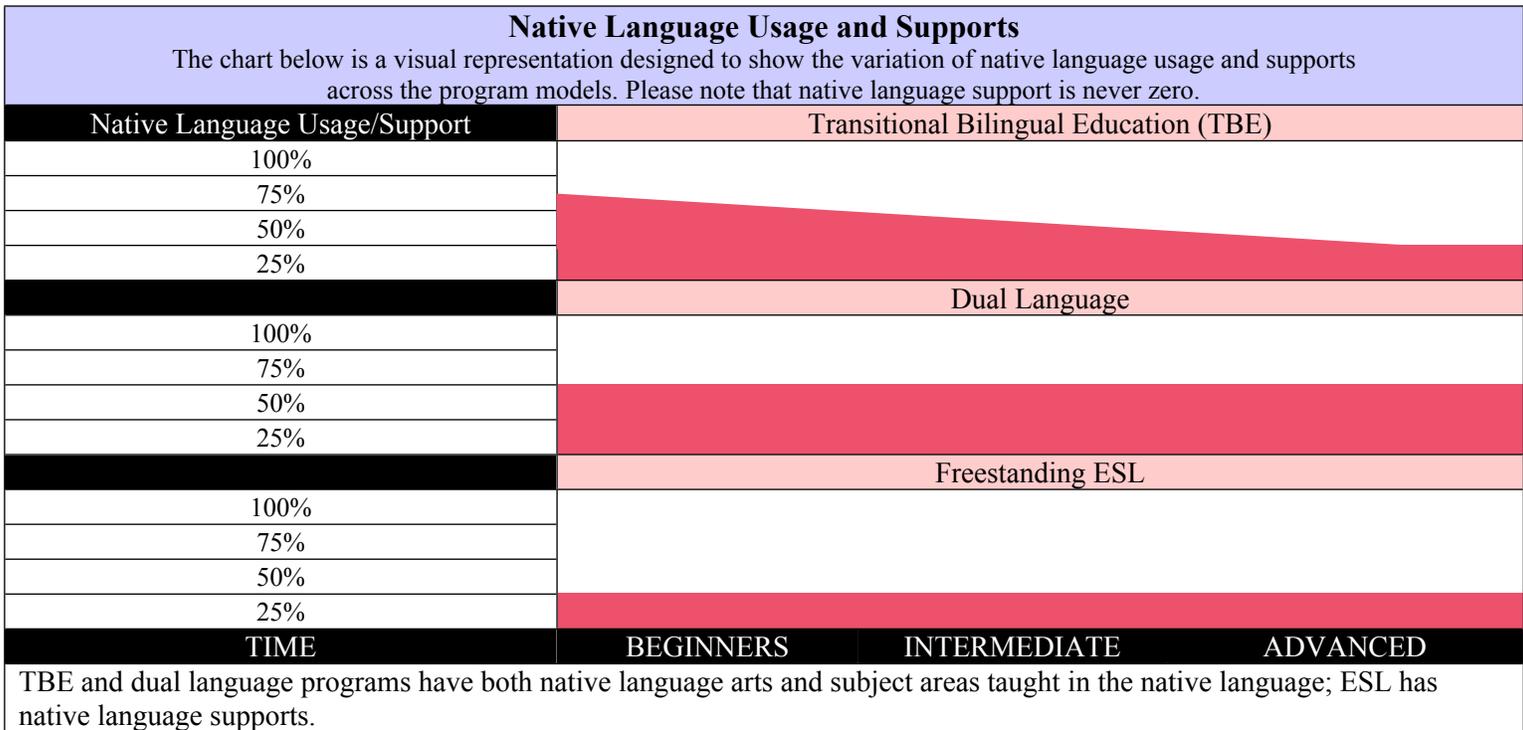
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.

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

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

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

This year, our foreign language department began its transition from offering Spanish to French as our primary foreign language course offering. We currently offer Spanish 1 and Native Spanish 1 to all incoming 9th grade students and IB French ab initio to our 11th and 12th graders.

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 groups to evaluate the needs of and get feedback from parents as we work toward continual school improvement. Translation is also provided for these focus groups.

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
	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	

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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

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 writing. 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.

- Of 28 ELLs, 26 made progress from last year's NYSESLAT to this year's score.
- In Speaking, 25 students have made progress or stayed in the same range.
- In Listening, 26 students have made progress.
- In Reading, 24 students have made progress.
- In Writing, 28 students have made progress or stayed in the same range.

Overall, our ELLs are performing fairly well on the Regents exams. Since our current policy is to sit all 9th graders for three Regents Exams -- Algebra, Living Environment and U.S. History -- the pressure to perform academically is incredibly high for our ESL population. Historically, our 9th grade cohorts have performed at a much higher level on all three exams than our 9th grade cohort from last year. While the entire 9th grade cohort underperformed on the Regents Exams, all of our 9th grade ELLs passed at least one Regents Exam last year, which means our ELLs had some success in at least one content area. After reviewing the data and realizing the results, our school has considered reducing the three exams to only two exams by saving U.S. History for 11th grade. We have revised our testing policies and implemented a strict mock Regents Exam cutoff score to ensure that the students are prepared before sitting for the June 2012 exams.

Since we sit 9th graders for three exams in their first year, this means that most of our ESL students are still on track to graduate with Regents diplomas. Last year, we had an average of 78% of ELLs passing six different Regents exams -- Comprehensive English, Algebra, Living Environment, Global History & Geography, U.S. History & Government, and Spanish. This year, our average dropped to 62% of ELLs passing five different Regents Exams -- Comprehensive English, Algebra, Living Environment, Global History & Geography, and U.S. History & Government. Students continued to pass the Comprehensive English, Algebra, and Living Environment exams with similar pass rates in previous years. The major difference showed on both history exams. Our Global History pass rate dropped to 50% and our U.S. History pass rate dropped to approximately 28%. Our students' success on the Regents exams suggests that the sheltered instruction methods we have implemented in the ELA classrooms are working. However, we have to continue to build literacy via sheltered instruction in Regents-bearing courses and develop better teaching strategies in the history classrooms.

In addition to Regents and NYSESLAT data, we periodically assess all students in all content areas throughout the year. The content area teachers design assessments to determine how well students have mastered the content objectives and skills that were covered. Our periodic assessments are aligned to state standards and formatted like the Regents when applicable. After each assessment, content teachers analyze the results to shape future instruction. We reflect on our teaching and devise Action Plans to address our findings. We plan how

we are going to provide relearning, remediation and/or enrichment opportunities for our students. The ESL teacher will work with content area teachers throughout the year to monitor our ELLs' performance on periodic assessments and to make suggestions to meet their needs. We will look for trends as the data comes in to ensure our instruction adapts to fit all students.

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

1. Better Instruction: After witnessing a drastic decrease in our overall student progress performance on our Report Card, we recommitted ourselves to improving classroom instruction. Our ELLs especially need better instruction and scaffolded supports in order to perform academically. We are paying closer attention to our course pass rates and setting specific teaching goals in order to better support all students. Through our analysis of data, we will be able to address the needs of our ESL students if there is a sharp contrast in their specific course pass rates. Our professional development program is differentiated to include an opportunity for teachers to learn sound instructional strategies to reach our ESL population.

2. Building Community: As a school this year, we have initiated a schoolwide effort to build community amongst our students and to increase academic awareness. The four grade levels compete throughout the year to accumulate points each month, to foster competition and motivation, and to ultimately win the Mott Hall Olympics Cup. We acknowledge student achievement on a monthly and quarterly basis for uniform compliance, academic performance, and attendance. We have created a "Mott Hall of Fame" to acknowledge students who achieved scores of 95 and above on the five required Regents Exams. We similarly award academic achievement every quarter with Honor Roll distinctions. We also celebrate the ten characteristics of the IB Learner Profile -- Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, Balanced, and Reflective -- to encourage all students to be well-rounded individuals. The needs of our ESL population fit within this framework perfectly. We need to celebrate excellence as often as possible whether our ESL students excel in the classroom or not. The Learner Profile characteristics and lessons offer us a unique opportunity to develop a shared language and understanding of personal excellence and achievement that goes beyond the classroom. Our hope is that all students will perform better academically when there is a higher level of investment and engagement in our school community.

3. Goal Setting: The AVID teacher works with each ESL student to identify SMART goals for the student's achievement. The data used in this process is largely based on student work samples, tests/quizzes, report cards/progress reports, and transcripts. The teacher tracks the students' individual performance against their goals. While our ESL students are working towards these goals the teacher provides support in the form of time management strategies, organizational skills, and academic language support. Since we have seen high success rates in the past, we will continue to empower students as individuals through academic and personal goalsetting.

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

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

Additional Information

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

Paste additional information here

School Name: Mott Hall Bronx High School

School DBN: 09X252

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.