



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MOTT HALL HIGH SCHOOL  
**DBN (i.e. 01M001):** 05M304  
**Principal:** GRACE VILLALONA  
**Principal Email:** [GVILLAL@SCHOOLS.NYC.GOV](mailto:GVILLAL@SCHOOLS.NYC.GOV)  
**Superintendent:** ANTHONY LODICO  
**Network Leader:** NANCY SCALA

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Grace Villalona	*Principal or Designee	
Glen Perlroth	*UFT Chapter Leader or Designee	
Andre Small	*PA/PTA President or Designated Co-President	
Jeffrey Quarles	DC 37 Representative, if applicable	
Genesis Polanco	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Patrina Adams	Member/ Parent	
Brenda Mills	Member/ Parent	
Asuncion Blanco	Member/ Parent	
Merlyn Jaime	Member/ Parent	
Louisa Groguhe	Member/ Teacher	
Querino Dabreu	Member/ Teacher	
Khadjah Mills	Member/ Student	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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.

Enhance teacher effectiveness through observations and timely feedback using Danielson's Framework. We will focus on improving teacher effectiveness particularly in Domains 2 and 3.

### **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.

Ensure that teachers challenge students to question and solve problems, understand, articulate and analyze complex texts, and engage them in higher order thinking to improve their learning.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Improved students' performance measured through formative and summative assessments.
2. Implementation of medial and final summary to assess understanding of lessons.
3. State Regents Examinations results.
4. Consistent student behavior that is appropriate and respectful, and support the learning of their classmates.
5. Students engagement in high-level discussions and active involvement in their learning and the learning of others.

#### **B. Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principal through Advance.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Student's portfolios.
2. Regents, Midterm and final examination results.
3. Teachers created community of learners, in which students assume responsibility for the success of a lesson
4. Students monitoring their own learning and serve as resources to each other.
5. Enhanced questioning and discussion techniques.
6. Student engagement in learning through participation, complex text understanding, and supporting arguments.

#### **D. Timeline for implementation and completion including start and end dates**

Complete all observations by June 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Streamline observations to focus on classroom practice.
2. Ensure that teachers organize their classrooms so that all students can learn.
3. Respond to the instructional implications of the Common Core State Standards.
4. Deeply engage students in Literacy and Mathematics with important concepts and skills related to the content area to emphasize active students learning.
5. Revise curricula and classroom assessments and incorporate instructional materials that support learning.
6. Provide professional development on conceptual understanding and argumentative writing to challenge student thinking and have them take an active role in their own learning.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

TL Fair student funding allocation is being utilized for per session for teachers, guidance counselors, and social worker and Title I SWAP funding is being utilized under OTPS for Curriculum & Staff Development, educational materials and supplies, Professional Development for teachers to shift their classroom practice and support their academic growth.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

### **Goal and Action Plan #2**

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.  
 Raise the level of Academic Rigor in the classroom in order to prepare students for college and career readiness, which will be measured through the four year weighted diploma rate.

#### **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 entire student population will participate in at least two Common Core aligned tasks in all four major subject areas by June of 2014, leading to general increase in the development of high order thinking skills.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
  1. Engage all students in at least two Common Core Learning Standards tasks in each subject area that are aligned with the City-Wide Instructional Expectations.
  2. Assess students' acquisition of higher order thinking skills as well as teachers' progression in the development of rigorous instruction.
- 2. Key personnel and other resources used to implement each strategy/activity**
  1. Administration
  2. Network Team Member
  3. Teachers
  4. Guidance Counselors
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  4. Common Core Learning Standards embedded into units of instructions.
  5. Lesson plans that includes complex text vocabulary words.
  6. Execution of lessons focused on Common Core Learning Standards aligned with the City-Wide Instructional Expectations, while measuring student learning.
  7. Students work contained in the portfolios.
  8. Teacher's feedback based on analysis of students' work, the rubrics, and assessments.
  9. Strategic grouping to promote higher level thinking skills as well as enhancing cooperation and communication among the students.
- 10. Timeline for implementation and completion including start and end dates**  
 September 2013 – June 2014
- 11. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Ensure implementation of Common Core Learning Standards and the City-Wide Instructional Expectations across all subject areas.
  2. Provide professional development for teachers on the Common Core Learning Standards, the City-Wide Instructional Expectations in ELA and Mathematics, Measurement of Student Learning, and Teacher Effectiveness.
  3. Continue working with and providing PD on Hess' Cognitive Rigor Matrix.
  4. Teachers will create units of instructions that reflect the Instructional shifts and incorporate evidence of the development of higher level thinking skills.
  5. Administrators will meet regularly with teachers to discuss, review, and provide feedback regarding Common Core Learning Standards, the City-Wide Instructional Expectations implementation, Measurement of Student Learning, and Teacher Effectiveness.
  6. Teachers will use departmental meeting time to discuss student work related to CCLS, CIE, and MoSL using the rubrics as well as the Hess' Cognitive Rigor Matrix.
  7. Ensure that teachers incorporate academic vocabulary in order to build students' ability to comprehend complex texts.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

TL Fair student funding allocation is being utilize for per session and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Educational Consultants, educational materials and supplies, Professional Development for teachers to shift their classroom practice, support their growth and prepare them for the new teacher evaluation and development system, and for parental involvement.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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.

Differentiated teachers professional development based on the New Teacher Evaluation and Development System

**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.

All our teachers will participate in differentiated professional development opportunities to support the work of deepening rigorous instruction, improving questioning techniques, designing coherent instruction, and using multiple measures to inform instructional decisions

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Conduct informal and formal observations in order to provide timely feedback and to assess each teacher's professional development needs to determine trends and patterns.
2. Provide professional development based on differentiated needs of staff, focusing on the improvement of pedagogy and the engagement of students in the learning process.

**B. Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principal

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Informal and formal observations.
2. Lesson plans preparation that incorporates learning activities that are differentiated in order to include all learners.
3. Lesson presentation and execution focused on students' understanding and demonstration of higher order thinking skills.
4. Students' comprehension of pivotal content and common vocabulary words.

**D. Timeline for implementation and completion including start and end dates**

September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Provide a series of differentiated professional development coordinated and conducted by the administration and CFN team member that focuses on Danielson dimensions.

2. Provide opportunities for the teachers to make connections between the Common Core Learning Standards, the City-Wide Instructional Expectations, the measurement of student learning, and Danielson dimensions.
3. Monitor classroom instruction via informal and formal observations to ensure students are receiving academically rigorous instruction around the Common Core Learning Standards and the City-Wide Instructional Expectations.
4. Monitor instruction focusing on student learning to ensure all teachers are progressing towards highly effective practice.
5. Provide weekly school wide and individualized professional development that focuses on lesson planning, delivery of instruction, and the use of assessment to ensure continual improvement of students' achievement.
6. Evaluate teachers questioning techniques to increase students' proficiency in developing the higher level thinking skills of inference, application, analysis, evaluation, and creativity.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

TL Fair student funding allocation is being utilized for a per session and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, Educational Consultants, educational materials and supplies, Professional Development for teachers to shift their classroom practice, support their growth and prepare them for the new teacher evaluation and development system, and for parental involvement.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #4**

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.

Improve student's communication skills in order to develop their understanding of complex text.

**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.

All our students will exercise language for classroom conversation in order to enhance their communication skills and stimulate positive behavioral and academic performance. Students will also be able to articulate their analysis of complex text utilizing appropriate discussion techniques.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Improve speaking, reading, writing, and listening skills by providing academic intervention and positive behavioral supports.
2. Identify social, emotional, behavioral, and academic issues to determine trends that inhibit students' achievement.
3. Provide opportunities for students to engage in discussions that enhance their vocabulary and comprehension skills, complex text understanding, and increase their awareness of other perspectives and cultures.

**2. Key personnel and other resources used to implement each strategy/activity**

1. Administration
2. Teachers
3. Network Team Members

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Weekly discussions around identified trends and patterns.
2. Monthly evaluations of implemented strategies that indicates improvement of student academic and behavioral performance.

3. Students' ability to elaborate on the importance of their individualized plan of actions and scholarship reports.
  4. Guidance counselor and social worker evidence of implementation of student's individual action plan.
- 4. Timeline for implementation and completion including start and end dates**
- September 2013 – June 2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Ensure that teachers address reasoning, speaking, and listening skills through presentation and group collaboration in order to enhance student interpersonal skills.
  2. Work with social worker and guidance counselor to ensure that students are prepared for and participate effectively in conversations and collaborations with diverse partners, building on each others' ideas and be able to express themselves clearly.
  3. Teachers, counselor, social worker and administration collaboratively analyze and interpret students' incident reports, suspensions, and teachers' referrals, as well as samples of student's academic work to identify trends.
  4. Ensure that teachers engage students in discussions that support analytical, evaluative, and creative thinking skills.
  5. Provide teachers with Professional Development on behavior management to promote positive communication between teachers and students.
  6. Schedule monthly town hall style meetings to address social, emotional, academic, and behavioral trends.
  7. Evaluation of guidance counselor/social worker individual student's action plan.
  8. Vocabulary and language enhancement for classroom conversations to properly prepare students for College and Career Readiness.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

TL Fair Student Funding allocation is being utilized for per session for teachers, guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Curriculum & Staff Development, educational materials and supplies, Professional Development for teachers to shift their classroom practice and support their academic growth, and for parental involvement.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #5**

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.

Improve parental involvement

**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.

All our parents will be invited to attend Mott Hall parent/family workshops around Aris Connect, College and Career Readiness, JupiterGrades, Behavior Management, Class Schedule and Transcript Understanding, Time Management, School's Goals, and Common Core Learning Standards and the Alignment with the Citywide Instructional Shifts so that parents have an active role in supporting our efforts to increase students' social, emotional, academic, and behavioral performance to ensure that their children meet the requirements in order to graduate from high school and move on to higher order learning institutions and the work force.

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- **Strategies/activities that encompass the needs of identified subgroups**
    1. Increase parents' attendance to meetings, workshops, programs, performances, and other events by 3%.
    2. Increase staff members communication with parents through telephone calls, written documents, JupiterGrades, and school messenger to inform them of their children's social, emotional, academic and behavioral progress and provide information that will help them understand their children's academic requirements and

what they can do to support their children's learning needs

**• Key personnel and other resources used to implement each strategy/activity**

1. Administration
2. Parent Coordinator
3. Guidance Counselors
4. Social Worker
5. Teachers

**• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6. Agendas, meetings, workshops and other school events attendance.
7. Students' academic and behavioral progress reflected in transcripts.
8. Students' interaction with peers and school staff members as measured by multiple measures (school surveys, staff feedback).
9. Weekly Jupitergrades utilization reports.
10. New York City school survey results.

**• Timeline for implementation and completion including start and end dates**

September 2013- June 2014

**• Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Supervision of the frequency of information provided to parents through telephone calls, school messenger, e-mails, backpack letters and regular mail.
2. Have teachers call parents at the beginning of the school year to introduce themselves and inform parents of the subject they are teaching and their goals and expectations for the school year.
3. Conduct parental workshops that are aligned with students' academic and behavioral performance and school goals and expectations (transition to college and career).
4. Inform parents of the school's goals, systems and strategic directions focused on growth toward college and career readiness.
5. Inform parents of the Common Core Learning Standards and the Crosswalk of Common Core Instructional Shifts.
6. Ensure parent coordinator provides parents with regular feedback and address their questions and concerns.
7. Include parents in school events, in conversations around goals, expectations, Common Core Learning Standards, City-Wide Instructional Expectations, and College and Career Readiness expectations which will allow students opportunities to excel based on their behavior and academic performance.
8. Increase parental utilization of ARIS Parent Link and JupiterGrades.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

TL Fair student funding allocation is being utilized for guidance counselor, and social worker and Title I SWP funding is being utilized under OTPS for Staff Development, incentives, and Professional Development for teachers to support their growth, Collaboration with outside organizations, and for parental involvement.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• School wide reorganization of instructional and classroom practices.</li> <li>• Professional Development for ELA and Math teachers that address the needs of students at risk.</li> <li>• Emphasis on data to support instruction.</li> <li>• Integration of technology to support instruction and learning of ELA skills.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Establish liaison with Future Giants to provide tutoring during regular school hours for at risk ELA students.</li> </ul>	<ul style="list-style-type: none"> <li>• CFN members will work with teachers in small group for strategies and techniques development.</li> <li>• Summer School Programs in Writing and ELA Standards based and CCLS tasks</li> <li>• CFN members will work with teachers on CCLS in Literacy.</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified students.</li> </ul>	<ul style="list-style-type: none"> <li>• After school tutoring and Saturday Academy for Writing and Literacy skills enhancement.</li> <li>• Pull out during the school day, two times per week, to provide additional support.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• School wide reorganization of instructional and classroom practices.</li> <li>• Professional Development for Math teachers that address the needs of students at risk.</li> <li>• Integration of technology to support learning of Math skills.</li> <li>• Summer School Programs in Integrated Algebra standards based tasks.</li> <li>• Differentiated instruction to support the multiple learners, during the school day.</li> <li>Established liaison with</li> </ul>	<ul style="list-style-type: none"> <li>• CFN members will work with teachers on CCLS in Mathematics.</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified Students.</li> </ul>	<ul style="list-style-type: none"> <li>• After school tutoring and Saturday Academy for Math skills enhancement.</li> <li>• Pull out during the school day, two times per week, to provide additional support.</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Increased Parental outreach by counselors and social worker for AIS students.</li> </ul>	<p>Worker meet with principal once per week to review services to identified AIS students.</p> <ul style="list-style-type: none"> <li>• Two day itinerant psychologist meets with mandated IEP students as per their IEP counseling schedule.</li> <li>• At risk and highly emotional students meet with psychologist as per referral from administration.</li> </ul>	<p>emotional students assigned to social worker for individual and group counseling once a week.</p> <ul style="list-style-type: none"> <li>• Highly emotional students meet once or twice a week during school day with social worker.</li> <li>• At risks and emotional students meet with lead social worker once a week or by referral after school.</li> <li>• DOH health provider provides health-related services once a week on Fridays.</li> <li>• School health aide provider provides health related service to at risk students during the day.</li> </ul>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

3. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Weekly Professional Development
- On-going ARIS Learn Modules & video clips.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Guidance Counselors and Social Worker are trained in Violence Prevention Program with outside school organization.
- Funding is allocated for students in in Temporary Housing (STH) to ensure they have the materials and supplies needed to accommodate and ensure they are equipped with the items necessary for their learning and academic growth.
- After school/Saturday Academy, individual and/or group sessions.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Weekly teachers' grade & Departmental meetings.
- Weekly Inquiry Team meetings.
- Mock Regents Exams during each semester to assess students Regents Readiness.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

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

- providing 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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**  
**MAY 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>304</b>
School Name <b>Mott Hall High School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Grace Villalona</b>	Assistant Principal <b>Glenn Raysor</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Louisa Groguhe</b>	Guidance Counselor <b>J Santana/ J Almonte</b>
Teacher/Subject Area <b>Cythia Viscarra</b>	Parent <b>Jeffrey Quarles</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Linda Smith</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Nancy Scala</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>433</b>	Total number of ELLs	<b>40</b>	ELLs as share of total student population (%)	<b>9.24%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										17	17	3	3	40
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	17	17	3	3	40

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	12
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	18

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15	3	5	7	3	5	18	0	2	40
Total	15	3	5	7	3	5	18	0	2	40

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	13	4	3	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	3			5
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	16	17	4	3	40

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										2	2			4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	9	1	1	17
Advanced (A)										8	6	2	3	19
Total	0	0	0	0	0	0	0	0	0	16	17	3	4	40

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

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 (SWD)					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 (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		3	
Integrated Algebra	37		16	
Geometry	2		2	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	0		0	
Earth Science	13		4	
Living Environment	16		4	
Physics				
Global History and Geography	18	0	10	0
US History and Government	7	0	3	0
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Mott Hall High School utilizes a variety of assessments, including Pearson Periodic Assessment, teacher assessment, regents, NYSESLAT,

Baron's Regents Prep online, and baseline assessments that guide instruction. These assessments have shown that the students lack academic English vocabulary that inhibits them from passing exams. While they often understand the concepts taught, the lack of vocabulary causes students to perform poorly in content area exams. This can be seen in the low regents passing grades in the school. In order to address this issue, the school has implemented a variety of interventions that will help students succeed which includes: Saturday Academy, after school tutoring, in school pull out, and weekly checkin's with guidance counselor, and ELL coordinator for updates on progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In analyzing the assessment tools the results imply that our ELL's English language proficiency is limited primarily in reading and writing skills as opposed to listening and speaking. Since the majority, about 63% of the ELLs at our school have received ESL services for more than 4 years, they have been able to acquire the verbal skills needed for English fluency however they are lacking the comprehension and reading skills needed for proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The teacher analyzes the students' data and their proficiency levels using in the four modalities, speaking, listening reading and writing. The NYSESLAT Combined Modality report in conjunction with the various reports generated by the AMAO tool are reviewed thoroughly as to set out effective instructional goals for the upcoming year. Students are prepared throughout the school year to address all four modalities, using the information gathered at the start of the year, emphasis is placed on area determined to be the most critical.

4. For each program, answer the following:
  - a. 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?

The data indicates that the ELLs are achieving a low overall Regents pass rate score. ELL's require significantly more amounts of support and preparation for the Regents exams. This support will be delivered through more collaborative lesson preparation between the ESL and content area teachers, increased communication with ELL content area teachers, after-school classes and tutoring, Saturday Academy and Enrichment along with a closer and more frequent monitoring of ELLs' school performance. Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries, to assist them during Regents exams. In the past few years, none of the ELL students who attend Mott Hall High School chose to take any of their Regents in their native languages; however, due to the influx of beginner students from different countries we expect the paradim to shift. Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?  
During profesional development and other meetings, ongoing dialogs happen between the content area teachers and the ESL teacher. Strategies to employ at diferrent levels of language acquisition are discussed to help content area teachers understand the different stages involved in language proficiency and to facilitate acquiring the second language by ELLs.

7. 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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the ELL programs in the school are evaluated by a variety of measures including, but not limited to, standardized test (NYSESLAT, content regents exams, etc.), periodic assessment, parent/teacher/student feedback, and overall report grades and content level proficiency.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At enrollment, ESL Coordinator or/and the guidance counselor meets with parents and an informal oral interview performed in the parent native language to make the initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identification process. Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment as per CR-154 if student is identified as a new admit to the New York State public schools. The LAB-R is administered within 10 days of admission to establish the student's English proficiency level. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs.
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.  
An Entitlement letter in the student's home language is sent home in the beginning of the year. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences throughout the school year if they are unable to attend the formal orientations. These Parents sessions both formal and informal are conducted by the ESL Coordinator.  
Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed. In order to make sure that the forms are returned parents are given phone call and letters as reminders.
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.  
Parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same

language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each spring the New York State English as a Second Language Achievement (NYSESLAT) is administered by the ESL Coordinator to measure the ELLs language growth. The RLER roster is generated from ATS to ensure everyone who is entitled to take the NYSESAT is accounted for. From the RLER list an Excel list is created illustrating four columns which will be used to record the four modalities tested: speaking, listening, reading and writing and keep accurate track of each subtest.

Prior to administering the test, a team of at least four teachers is formed which also including the ESL teacher to coordinate the administration of the different modules of the test. The ESL teacher administers the Speaking subtest using a recorder to record student's responses and a member of the team scores it at a later time. The ESL teacher also administers the speaking part while a trained teacher simultaneously scores the test.

Groups of students are tested during set scheduled time to complete the listening, reading and writing subtests. Students, who are absent during the time a particular subtest is being given, are flagged and given the missing subtest at a later date.

The writing subtest is scored by a committee of trained teachers, where the student's ELA and ESL teacher are excluded from marking the test. Two teachers score the Writing subtest using the rubric and record their score on the student's documents. Upon completion of this task, answer documents are packed and delivered to the appropriate office.

6. 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.) 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. [i](#)
- In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. Students whose parents request a bilingual or dual profpam will be directed to the website , ELL Program Transfers@schools.nyc.gov. Within the last three years we have had five newly enrolled ELLs entitled to services and all of the parents chose to place their child into the ESL program. However, should parent selection change, Mott Hall will continue to follow the CR 154 and provide ELL students with the proper program as mandated. Records of student whose parents have requested bilqual programs are kept in file, in the event that 15 or more students with the same home language and in the same group level , the school will open a biligual program.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Based on the NYSESLAT scores and the increasing number of beginner ELL students at Mott Hall High School follow a heterogenous programing model that consist of two ESL beginner classes, one ESL intermediate classes and one ESL advanced class. Our focus is on academic language, vocabulary development and incorporating technology in learning. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish level. Once a student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. This past year approximately 27% of our Ells scored proficient on the NYSESLAT exam and we currently have six ELLs that are SIFE. ELL programs are determined by grade level and course requirements. Though all students' schedules at the school are individually programmed, the 9th and 10th grade ELL's generally travel as a block to their core courses, with the exception of a few advanced ELL's. Student schedules tend to vary in their elective courses.
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)?

Mott Hall High School adheres to mandated number of instructional minutes as required by the CR 154. All ESL students in the English as a Second Language program model receive the required number of minutes based on their proficiency level and all courses are taught in English. Using the RLAT, students proficiency levels are determined and scheduled appropriately. Beginners are scheduled for a double period ESL and an ELA class daily, the intermidiate level and advanced level are scheduled for an ESL class and ELA class daily. In addition, the school has two fully New York State certified teachers that speak Spanish and French.
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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

In addition to the availability of the test in their native language when possible, testing accommodations for ELLS include:  
Time Extention in all exams and all subject areas

Separate location  
Bilingual dictionaries and glossaries

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Using the RNMR and the RLAT from ATS to determine each individual student area of strength and area in need of improvement, the ESL teacher reviews the NYSESLAT results of the students tested the previous year. The teacher analyzes the students' data and their proficiency levels using in the four modalities, speaking, listening reading and writing. The NYSESLAT Combined Modality report is reviewed thoroughly as to set out effective instructional goals for the upcoming year. Students are prepared throughout the school year to address all four modalities, using the information gathered at the start of the year, emphasis is placed on area determined to be the most critical.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE Students: SIFE students are given extra support at our school, particularly through push-in/pull-out classroom support services. The focus of SIFE student services is to build literacy skills so that these students will be

able

to function at the level demanded of them in high school. In addition, SIFE students will be encouraged to enroll in after-school courses to receive additional instruction and support.

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

and

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

in

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

These

Students Achieving Proficiency: Students who have achieved proficiency on the NYSESLAT and are no longer entitled to ESL services will still be monitored by the ELL coordinator to see if additional support is still needed to ensure academic success.

students will be encouraged to participate in academic reading and writing enrichment courses and activities. They will also still be given the testing accommodations granted to ELLs for two additional years.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: At Mott all, in order to better serve our ELL-SWDs, we have made modifications to our curricula and our instructional practice to ensure that our ELL-SWD population receive the assistance needed so that they may be able to understand the work presented, be engaged in conversations, and group activities in order to develop their academic and social skills. Additionally, students are provided with support services such as: SETSS, collaborative team teaching, ESL instruction, pull-out, peer tutoring, one-on-one tutoring, after school tutoring, and Saturday academy to ensure their academic growth and college and career readiness.

**Academic Intervention and Support Services**

Mott Hall High School’s Student Intervention Team holds meetings daily to discuss students who have been referred by teachers as exhibiting need for academic interventions or other support services, such as ESL. The committee is composed of the guidance counselors, the social worker, the special education coordinator, and the ELL coordinator. In addition, students are provided with after school tutoring and enrichment and Saturday academy in order to prepare the students for regents exams. Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries, to assist them during Regents exams.

**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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

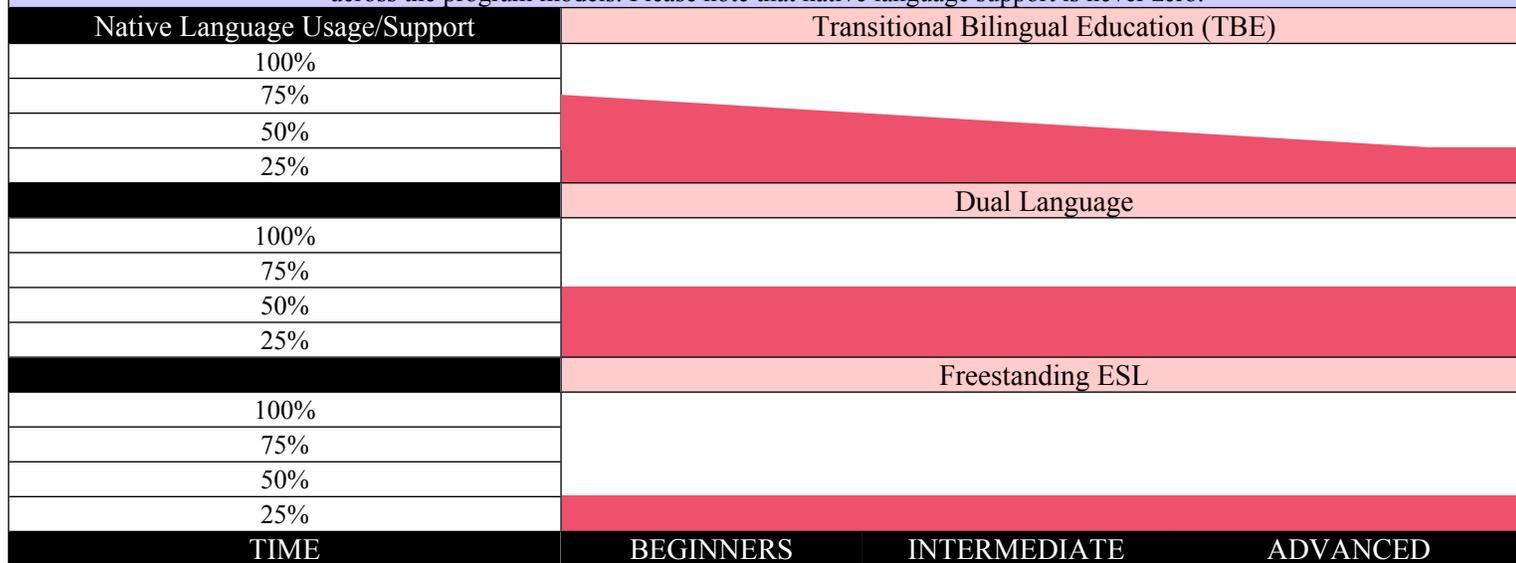
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

At Mott Hall High School's, our Student Intervention Team holds meetings daily to discuss students who have been referred by teachers as exhibiting need for academic interventions or other support services, such as ESL and/or ELL-SWD. The committee is composed of the guidance counselors, the social worker, the special education coordinator, and the ELL coordinator. In addition, students are provided with after school tutoring and enrichment and Saturday academy in order to prepare the students for regents exams. Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries, to assist them during Regents exams.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current ELL program is consistently monitored and adjusted to meet the changing needs of the ELLs. Because of on going dialogs between the ESL coordinator and the content area teachers areas of concern pertaining the ELLs and their demands receive immediate attention. Data is continually being review to drive instruction and strategize to improve performance.

11. What new programs or improvements will be considered for the upcoming school year?

In order to continue to provide ELL students with support, this upcoming 2013-2015 years ELL students will attend Saturday academy and enrichment. This program will allow students to review for their content level classes and prepare for the state regents exam. In addition, a new technology enriched ELL curriculum will be followed in order to provide students with hands on assess to technology and prepare them for college and beyond.

12. What programs/services for ELLs will be discontinued and why?

None of the programs that were offered last year will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

### After School Clubs and Services

Mott Hall High School offers all students several options for academic and non-academic extracurricular activities. They include After School Academy--Students are afforded the opportunity to earn or recovery academic course credit. Saturday Regents Prep – courses are also offered for the three consecutive Saturdays prior to the January and June NYS Regent Examinations. Through the school's partnership with CCNY's Urban Scholars, students are provided with 1:1 tutoring sessions. MHHS also offers non-academic activities such as student clubs, team sports, band and service learning activities.

### Mott Hall High School After School Clubs and Program:

Mott Hall High School Band/Music Instruction – Mott Hall High School has partnered with the Multicultural Music Group (MMG) to offer the students of MHHS music instruction and band practice. Students receive small group and one-on-one instruction from professional musicians.

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

The program is comprised of basketball tournaments, peer mentoring, career counseling and guest speakers.

Urban Scholars Extended Day Program – Provides academic support to students in need of tutorial assistance, homework help and exam preparation for NYS Regents subject exams and SAT. Five ELL students participated in this program.

The Brotherhood/Sister Sol – Mentoring Program-- Students in this program are offered tutoring, leadership development training, international study, community service projects and trips.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials used at Mott Hall High School all meet New York State curriculum requirements and standards. The

scaffolding and ESL instructional methods used to teach these materials by both the classroom and ESL instructor support the learning of ELLs. In addition, materials are procured in native language versions when available. These are to be used by ELLs in addition to the English versions. ELLs are also provided with bilingual dictionaries, as well as native language glossaries and texts where available. Classroom teachers employ a variety of technology including smartboards and laptop computers. In addition, this year pending title III funding, ELL students at Mott Hall High School will have their own laptop cart for use along with electronic translators.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is given in our ESL program through encouraging the use and development of literacy skills in the native language. As Spanish is the highly predominant home language of students at Mott Hall High School, these literacy skills are built and supported through 225 minutes of Spanish language classes given per week at this school. In addition, the availability of Spanish and French speaking teachers and other staff members gives many ELLs the option of communicating in their native language when needed. For our ELLs of other native language backgrounds, multi-lingual dictionaries, glossaries, and texts are given as they are available. In addition, Spanish and French have been offered as language electives in the school.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

In order to make ELL students feel comfortable within the school a tour of our building is given so that they can feel safe in their surroundings. In addition, all new incoming students participate in the Summer Bridge program which is designed to acclimate freshmen to high school and are provided with a personalized appointment with their guidance counselor whenever needed. As it remains the mission and vision of Mott Hall High School to give each student the individual attention he/she needs in order to

thrive

in a caring and firm family-like atmosphere, support services for ELL students extend beyond the classroom.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students are invited to visit the school and have an orientation conducted by the ESL teacher and the Bilangual counselor. Newly enrolled students are paired up with a buddy who can serve as an additional guide to help navigate the school building during the first few week. During the orientation, a translator is available if there is a need for translation, students and parents are made aware of the services and programs available to during the school year. If additional assistance is needed or questions need to be address parties of reference are well identified.

18. What language electives are offered to ELLs?

Paste response to question here: We offer Spanish as language electives.

19. For schools with dual language programs:

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

Not applicable

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

Guidance counselors will continue to focus on working on strategies with the ELL teacher during the Inquiry Team meeting to increase students performance. On going efforts will be made on addressing the needs of the ELLs in lowest-thirds category and as well as identifying the struggling former ELLs, providing them with support, tutoring and guidance. Individualized Action Plans for students will be guided by the information received and shared through Professional Development such as: Progress monitoring; College Readiness; Tracking Student by Cohort, Credit Requirement for Graduations; Monitoring Attendance and its Impact on Academics.

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

The ESL teacher will provide PD during common planning time to the staff on "Best Practices for ELL students." Strategies on how to address the needs of ELLS will be addressed by targeting specific strategies such as: Checking students' comprehension of the content; Helping ELL students adjust to the classroom; Adjusting teaching style; Teaching a multi level class; Motivating students and providing background knowledge are a few examples. In addition, content area teachers will be supported through one-on-one meetings with the ELL and IEP coordinator on effective instructional strategies for ELLs. Through discussions, such as using the AMAO tool, formal and informal weekly meeting of an Inquiry team focusing on ELLS at risk. Derivative of those Professional Development, action plans are created, utilizing instructional strategies for ELLS.

## D. Parental Involvement

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

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

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

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

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: M304 School Name: Mott Hall High School

Cluster: 01 Network: 107

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

### **Part A: Needs Assessment Findings**

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

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

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

The school has accessed the following translation and oral interpretation needs:

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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>.

The primary language spoken by the parent is determined shortly after a student is enrolled into our school community. Through interviews and surveys, the school determines and makes language assistance if it is necessary and communicates the information to staff. Parents needing or wanting any language assistance service are accommodated to facilitate communication.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Mott Hall High School	DBN: M304
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Parents workshops
Total # of ELLs to be served: 44
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 5

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Mott Hall High School is in the heart of Harlem. It has been in existence for 7 years. Its English Language Learners is 10% of the school population. The data illustrates that our ELL population is in need of rigorous, supplementary support and preparation for the New York State Standardized Regents Examination. Furthermore, there exist very strong deficiencies in our ELL population for Social Studies Regents as well as the English Regents. For these reasons, our supplemental program will concentrate on preparing our ELL population to successfully complete these requirements. The Mott Hall program serves 44 ELLs grades 9th through 12th, of which 94 % are of Hispanic lineage and the remaining represent various African Countries. Generally, to promote expeditious growth in language acquisition, the language of instruction used is English. Students are additionally supported through the tailoring of their school program to facilitate the transition of L1 to L2; they are scheduled for a NLA class. Furthermore, teachers are continuously kept abreast with ESL methodologies to broaden their repertoire of practice.

Our English as a Second Language Program will be effective by maintaining consistency in content area learning with a focus in literacy and language development. The mandated language instruction of English as a Second Language will comply with Part 154 of the Commissioner's Regulations. Academic Rigor will be sustained as students participate in an instructional program that is aligned with the mandated ESL/ELA and content learning standards and the core curriculum. Students will be grouped homogeneously for targeted areas of instruction according to the LAB-R and NYSESLAT results. Students will participate in small group instruction in an effort to provide opportunities for explicit skills instruction for certain tasks and to differentiate the instruction. Students will participate regularly in instructional tasks that guide the production of language both in verbal and written form. Students will demonstrate their learning through measurable product development, demonstrations and exhibits. Students will also use technology to enhance the core curriculum and be provided with opportunities for individual practice.

We offer 4 ESL classes out of which 2 are serving the beginning ESL level, 1 Intermediate and 1 Advance. We also offer 5 NLA Spanish classes of various levels and 1 NLA French class.

The emphasis of our Title III program is placed in providing ELL students with extra-help in ELA Regents preparation. We also utilize the most advanced and innovative ESL strategies and techniques. Some of those are literacy circles, rubric creation, portfolio assessment, differentiated instruction, scaffolding, and the use of graphic organizers for various stages of learning and language development. Students are constantly encouraged to perform at their highest levels in a comforting and challenging learning environment. Because our ELLs are at very different stages in their language acquisition and because of the design of our program, the student-teacher ratio rarely surpasses 20 in any one of our two classes

### Part B: Direct Instruction Supplemental Program Information

offered on that day during our supplemental program.

Tutoring session is available for one hour minimum weekly, in Math, Science, Global History, and US History based on students' needs, which is determined by content area teacher.

The following is a list of after school tutoring classes offered to ELLs in all subject areas:

ELA/ESL Tutoring -- Monday thru Thursday	(1 Certified ESL teacher)
Math Tutoring -- Monday	(1 teacher)
Science Tutoring -- Tuesday	(1 teacher)
Social Studies Tutoring -- Thursday and Saturday	(1teacher)
Spanish (NLA) -- Wednesday	(1 teacher)

### Part C: Professional Development

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

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

Begin description here: Staff development is an ongoing process in our school. Designed as workshops, these meetings are intended to build an understanding of the cultural, linguistic, and instructional needs impacting the English Language Learners as well as helping to bridge the gap impacting the English Language Learners with Disabilities. Additionally, inquiry team meetings around ELL students and ELL students with an IEP are scheduled after regular school hours on Fridays with the guidance counselor, social worker, IEP coordinator, content area teachers, and the ESL coordinator to address the instructional and academic needs of our ELL students. At Mott Hall High School, staff development takes place through daily seminars, intervisitations, institutes, collegial support groups, hands-on activities, multimedia, case study reviews, and small group discussion. We also take advantage of outside professional development and literacy workshops as they become available through the District and/or Network.

The ESL Coordinator provides Professional Development during common planning time to the staff on "Best Practices for ELL students." In addition, content area teachers are supported through one-on-one meetings with the ELL Coordinator, through the discussions of Data using the AMAO Estimator Tool, as well as through weekly Inquiry Team meetings that focuses on at risk ELL students. Action plans are also

### Part C: Professional Development

created to address the instructional needs of our ELL students.

Some of the planned activities for this coming school year will include:

1. NYSELAT Preparation
2. Differentiated Instruction -- Ms. R. Morgan, Assistant Principal
3. Sheltered ESL/Language Allocation the Content Area Classroom
- 4.. Danielson Framework for Teaching --Ms. R. Morgan, Assistant Principal & Ms. Villalona, Principal
5. Application of Common Core Learning Standards in the Classroom and etc. -- JT Lee, Network CFN and J. Scarlett, English teacher
6. AMAO Estimator Tool -- W. Manekas, Senior ELL Compliance and Performance Specialist
7. Instructional Strategies for ELLs and ELLs with Special Needs Cathy Olivier, Bilingual Special Ed
8. Enriching our lessons through the use of technology (SmartBoards) - Donna Gobin, T Equipment

INK

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents of English Language Learners are provided with numerous opportunities to participate in the school life and at the same time improve their own academic skills. We offer a number of trainings to parents such as: Citizenship Preparation, Basic Computer Skills, Scholarships for College and numerous workshops that provide parents with in-depth information on the NYSELAT, diploma requirements and state standards. Our relationships with parents have been further enriched by the constant outreach of the Parent Coordinator who relates parents' issues and questions to our staff and vice versa. Finally, our ELL's parents are offered continuous support and are kept abreast of their children's progress through our Guidance Counselor, School Social Worker, Attendance Coordinator, Parent Coordinator and other multilingual staff. The school employs faculty members as translators ( who are both fluent in two languages or more and who have experience translating documents from English to Spanish and English to French). These in house staff members are also used for verbal translations during parent meetings or for broadcating verbal messages to parents via School

**Part D: Parental Engagement Activities**

Messenger. For assistance with languages other than Spanish and French, the school utilizes the Department of Education's Translation and Interpretation Unit for assistance in translating other spoken home languages.

Our multilingual staff is available during the following workshops offered to parents on week days and Saturdays:

Two Parental Orientation Sessions, three hours each, consisting in explaining diploma requirements, number of credits accumulation, how to assist students with homework, how to keep track of student progress through Jupiter Grades, resources available to parents and students in school and the community. Parents will also accompany students on cultural trips. Breakfast and transportation (metro cards) is provided to parents who attend the orientations. These workshops are held by the ESL Coordinator, The Guidance Counselor and the Special Education Coordinator.

ESL and Basic Computer Skills classes are offered to our ELL parents on Saturdays from 9:00 am to 12:00 pm to help them enhance their English language skills through ESL methodologies and to familiarize them with technology.

ELL parents are notified of different conferences/actives that are taking place in the school or in the community through various means of communication. During the school year, ELL parents are contacted by the following methods but not be limited to: individual phone calls, mass communication via telephone, backpacked letters, emails and by postal service. These correspondences are translated into Spanish, inviting parents to workshops, assemblies, conferences and trips. Ongoing teachers and counselor communication related to ELL student achievement is also key in fully engaging ELL parents in their child's education.

Data is utilized to analyze and assess ELL students' progress in order to provide parents with accurate information of their child's academic progress toward meeting graduation requirements.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		