



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MOTT HALL II
DBN (i.e. 01M001): 03M862
Principal: MARLON LOWE
Principal Email: MLOWE5@SCHOOLS.NYC.GOV
Superintendent: ILENE ALTSCHUL
Network Leader: YUET CHU

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
Marlon Lowe	*Principal or Designee	
Valeriano Small	*UFT Chapter Leader or Designee	
Delphine Taylor	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John James Janikis	Member/ Staff	
Marla Julien-Ndjiki	Member/ Staff	
Allison Shatzman	Member/ Staff	
Daniell Tully-Carr	Member/ Parent	
Tovah Klein	Member/ Parent	
Brend Davis-Norat	Member/ Parent	
Pushpa Chauhan	Member/ Parent	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

Students will demonstrate the ability to use clear and relevant evidence to support their arguments in essays aligned to the expectations to the Common Core Learning Standards (CCLS). This will be evident by June 2014 when all students will reflect an increase of at least one level in Trait 2 (Grade 6, Development; Grade 7 & *, Elaboration (CCLS W1)) on the NYC Performance Assessments in Literacy as compared to their September 2013 baselines.

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.

In 2012-2013, 36.2% of scholars demonstrated proficiency on the ELA state exam and the average student proficiency was 2.82. Based on the NYC ELA Performance Task administered in September of the 2013-2014 school year, Mott Hall II students scored an average of 1.93 for citing evidence as determined by the 4-point rubric.

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. Professional Learning:
 - a. Cambridge Education's Common Priorities Approach to Professional Development: The Cambridge Group will work with department teams and provide support with data analysis, student work analysis, lesson planning, peer observations, and unit revisions.
 - b. Department Meetings: Teachers will meet in department teams to calibrate the use of common rubrics, to assess the use of evidence to support a claim. Teachers will either adapt or refine existing rubrics to align with the assessment criteria used to score NYC ELA Performance Task baseline.
2. Learning Explorations: Literacy teachers (ELA, Social Studies & Science) will use extended time, which is embedded into the school day, to provide targeted small group instruction to scholars who are not making progress on the commonly defined criteria for citing evidence.

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

1. Professional Learning:
 - a. ELA, Social Studies and Science teachers
 - b. Integrated Co-Teachers
 - c. Network Literacy Support
2. Learning Explorations:
 - a. All Literacy teachers

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

1. Professional Learning:
 - a. NYC ELA Performance Task baseline administered in October 2013.
 - b. School-Wide performance task to be administered in January 2014.
 - c. NYC ELA Performance Task (summative) administered in Spring 2014.
 - d. NYS ELA Assessment administered in April 2014.
2. Learning Explorations:
 - a. Teacher-created assessments and rubrics
 - b. Analysis of Student Work Protocols
 - c. NYC ELA Performance Task baseline administered in October 2013.
 - d. School-Wide performance task to be administered in January 2014.
 - e. NYC ELA Performance Task (summative) administered in Spring 2014.
 - f. NYS ELA Assessment administered in April 2014.

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

1. Professional Learning:
 - a. September 2013 through June 2014
2. Learning Explorations:

a. September 2013 through June 2014

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

1. Professional Learning:

- a. Cambridge Education's Common Priorities Approach to Professional Development: The Cambridge Group will work with department teams and provide support with data analysis, student work analysis, lesson planning, peer observations, and unit revisions.
- b. Department Meetings: Teachers will meet in department teams to calibrate the use of common rubrics, and to assess the use of evidence to support a claim. Teachers will either adapt or refine existing rubrics to align with the assessment criteria used to score NYC ELA Performance Task baseline.

2. Learning Explorations:

- a. Literacy teachers (ELA, Social Studies & Science) will use extended time, which is embedded into the school day, to provide targeted small group instruction to scholars who are not making progress towards the commonly defined criteria for citing evidence.

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).

- Communication of school-wide goals, objectives and events via parent newsletter.
- Parent access to school-wide grading system, Engrade, which provides complete accessibility to their child's grades and progress in each class for the entire year.
- The school hosted a curriculum night and created a parent resource library located in Parent Coordinator's office with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- Literacy teachers maintain eChalk class websites where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home.
- Parent Coordinator will host ongoing workshops for parents. Topics include: Preparing the state assessments, internet safety, how to help your child succeed in middle school, the high school application process.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will use the School Messenger call system to communicate important news to parents such as: beginning and ending or marking periods, attendance and homework updates, dates of parent meetings, etc.
- Parent will be trained on how to access and use ARIS parent link.

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.

Citywide Instructional Expectations

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.

Continue to accelerate literacy achievement, as defined by the CCLS, by refining the literacy curriculum, so it is aligned across grades and literacy content areas. By June 2014, 100% of ELA, Social Studies and Science units will be horizontally and vertically aligned. .

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.

In 2012-2013, 36.2% of scholars demonstrated proficiency on the ELA state exam and the average student proficiency was 2.82. Progress Report data for 2012-2013 indicates students graduating in 8th grade are not progressing at Mott Hall II as they matriculate through the grades. The median adjusted growth percentile for 8th grade was 17.5 points less than that of our 6th grade students.

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. Professional Learning:
 - a. Professional Development: All teachers in all literacy content areas will receive training in Judith Hochman's Teaching Basic Writing Skills program.
 - b. Department Meetings: Teachers will meet in department teams to utilize various protocols to analyze student work, and identify necessary shifts in teacher practice which can then inform alignment of the literacy curriculum horizontally and vertically.

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

1. Professional Learning:
 - a. ELA, Social Studies and Science teachers
 - b. Integrated Co-Teachers
 - c. Instructional Support Coordinator
 - d. Network Literacy Coach will be present regularly at meetings.

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

1. Professional Learning:
 - a. June 2013, completion of first draft.
 - b. September 2013 through June 2014, revision and refinement.
 - c. June 2014, completion of first year of revision and refinement, including embedment of teaching points based on analysis of student work.

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

1. Professional Learning:
 - a. September 2013 through June 2014

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

1. Professional Learning:
 - a. Weekly department meetings
 - b. Eleven, 90-minute professional development with The Cambridge Group
 - c. Network support in the form of the Network Literacy Coach meeting with department teams regularly
 - d. Inter-visitation to other middle schools in the network to observe effective literacy teaching practices through the Network's Lab Site professional development series.
 - e. Literacy teachers will participate in Hochman's TBWS professional development series: Basic Writing 101 and 102
 - f. Instructional Support Coordinator's participation in Science Writing in the Common Core Classroom, workshop series
2. Programmatic Shifts:
 - a. Elimination of humanities and math/science as a core content classes, restructuring content area classes as such: ELA, Social Studies, Science and Mathematics
 - b. Hiring of new science teacher
 - c. Reprogramming science content classes from 4 periods to 5 periods per week.

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).

- Communication of school-wide goals, objectives and events via parent newsletter.
- Parent access to school-wide grading system, Engrade, which provides complete accessibility to their child's grades and progress in each class for the entire year.
- The school hosted a curriculum night and created a parent resource library located in Parent Coordinator's office with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- Literacy teachers maintain eChalk class websites where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home.
- Parent Coordinator will host ongoing workshops for parents. Topics include: Preparing the state assessments, internet safety, how to help your child succeed in middle school, the high school application process.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and

inquiries.

- The school will use the School Messenger call system to communicate important news to parents such as: beginning and ending or marking periods, attendance and homework updates, dates of parent meetings, etc.

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.

- Citywide Instructional Expectations
- Contract for Excellence

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.

Continue to accelerate achievement in mathematics by refining curriculum as defined by the CCLS in math. There is an emphasis in 6th & 7th grade on using ratios and proportional relationships to construct equations that model real-world situations. This work extends in the 8th grade to include an understanding of the connections between proportional reasoning and linear equations. Improvement towards this goal will be evident in Fall 2014, when Progress Report data will reflect a decrease of no less than 5% of students scoring within or below the target range in Ratios & Proportional Relationships, Functions and Expressions & Equations.

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.

In 2012-2013 46.5% of scholars demonstrated proficiency on the Mathematics state exam and the average proficiency was 2.99. Additionally, in the Ratios & Proportional Relationships strand, 25% of our 6th & 7th graders scored within or below the target range. In the Functions strand, 54% of our 8th graders scored within or below target range. Also, school-wide, 37% of our scholars scored within or below the target range in the Expressions & Equations strand.

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. Technology:
 - a. Teachers will utilize Edmentum's Study Island for baseline, formative and summative assessments, as well as to provide individualized instruction in mathematics.
2. Professional Learning:
 - a. Professional Development: Teachers will participate in network and citywide professional development focused on strengthening instruction on the CCLS, creating rigorous tasks and shared best practices in mathematics.
 - b. Department Meetings: Teachers will meet in department teams to utilize various protocols to analyze student work, and identify necessary shifts in teacher practice which can then inform refinement of the vertical alignment of the mathematics curriculum.
3. Learning Explorations:
 - a. Math teachers will use extended time, which is embedded into the school day, to provide targeted small group instruction to scholars who are not making progress on the criteria for proportional reasoning and relationships.

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

1. Technology:
 - a. Mathematics teachers
 - b. Instructional Support Coordinator
2. Professional Learning:
 - a. Mathematics teachers
 - b. Integrated Co-Teachers
 - c. Network Math Lead work group

d. Instructional Support Coordinator

3. Learning Explorations:

- a. Mathematics teachers
- b. Integrated Co-Teachers

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

1. Technology:

- a. September 2013, baseline assessment
- b. November 2013, benchmark assessment #1
- c. February 2014, benchmark assessment #2
- d. June 2014, summative assessment

2. Professional Learning:

- a. NYS Mathematics Assessment administered in April 2014
- b. September 2013, baseline assessment
- c. November 2013, benchmark assessment #1
- d. February 2014, benchmark assessment #2
- e. June 2014, summative assessment

3. Learning Explorations:

- a. September 2013, baseline assessment
- b. November 2013, benchmark assessment #1
- c. February 2014, benchmark assessment #2
- d. Analysis of Student Work Protocols

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

4. Technology:

- a. September 2013 through June 2014

5. Professional Learning:

- a. September 2013 through June 2014

6. Learning Explorations:

- a. September 2013 through June 2014

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

1. Weekly department meetings

2. Eleven, 90-minute professional development with The Cambridge Group

3. Network support in the form of the monthly Network Math Lead work group meetings

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).

- Communication of school-wide goals, objectives and events via parent newsletter.
- Parent access to school-wide grading system, Engrade, which provides complete accessibility to their child's grades and progress in each class for the entire year.
- The school hosted a curriculum night and created a parent resource library located in Parent Coordinator's office with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- Math teachers maintain eChalk class websites where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home.
- Parent Coordinator will host ongoing workshops for parents. Topics include: Preparing the state assessments, internet safety, how to help your child succeed in middle school, the high school application process.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will use the School Messenger call system to communicate important news to parents such as: beginning and ending or marking periods, attendance and

homework updates, dates of parent meetings, etc.

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.

- Citywide Instructional Expectations
- Contract for Excellence

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.

To ensure that all students have access to literature and technology through a dedicated multi-media space. By September 2014, the Mott Hall II community will include a fully functional multi-media space will be available to all scholars.

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.

In 2012-2013, 36.2% of scholars demonstrated proficiency on the ELA state exam and the average student proficiency was 2.82. Research supports that the more students read the better reads they become. Thus our school has partnered with the Accelerated Reader program to support our independent reading initiative. This program will be individualized as all students will be tracked as they read independently selected books, at their level and complete comprehension assessments as the end of each reading. Transforming our multipurpose room to accommodate plentiful books will allow students options to select from a greater range of books than those available in their classroom libraries or even their own homes. Scholars will also have access to STAR Reader software which will allow scholars to assess their own reading level and monitor their own growth.

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. Professional Learning:
 - a. Professional development: Teachers will learn how to use STAR Reader to track gains in student reading levels. Teachers will also receive training on the use of Accelerated Reader in order to hold scholars accountable for their independent reading.
2. Multipurpose Room:
 - a. Scholars will be granted access to library books to check out and to e-Readers for use in the room. Computers will be made available for usage of STAR Reader and Accelerated Reader. Multi-media space will be open to scholars for dedicated periods of times after school.
3. Community Initiatives:
 - a. Parent coordinator will attend events like community book fairs to acquire more literature for the multi-media space; outreach will be made to local businesses and other groups to acquire technology and reading materials.
4. Grants:
 - a. The school will pursue Reso-A grants to fund a renovation of the space including new tiles and lighting fixtures.

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

1. Professional Learning:
 - a. Literacy teachers
 - b. Network Literacy Coach
2. Multi-Purpose Room:
 - a. Parent Coordinator
 - b. Parent-Teacher Association
 - c. Parent Volunteers
 - d. Technology Teacher

3. Community Initiatives:
 - a. School Leadership Team
 - b. Parent Coordinator
 - c. Parent-Teacher Association
 - d. Parent Volunteers
4. Grants:
 - a. School Leadership Team
 - b. Parent Coordinator
 - c. Parent-Teacher Association
 - d. Parent Volunteers

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

1. Professional Learning:
 - a. Star Reading assessments should be administered in September and again in March for all scholars.
2. Multi-Purpose Room:
 - a. By April 2014, a system will be in place for scholars to withdraw and return literature.
 - b. Multi-media space to be made available to scholars after school beginning in February of 2014.
3. Community Initiatives:
 - a. School will collaborate with community-based organizations on at least two initiatives by June 2014.
4. Grants:
 - a. Reso-A grants should be completed before the deadline as set forth by the New York City Council and the Manhattan Borough President's Office

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

1. Professional Learning:
 - a. September 2013 – June 2014
2. Multi-Purpose Room:
 - a. September 2013 – September 2014
3. Community Initiatives:
 - a. September 2013 – June 2014
4. Grants:
 - a. September 2013 – June 2014

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

1. Professional Learning:
 - a. Department Meetings
2. Multi-Purpose Room:
 - a. School Leadership Team meetings
 - b. Parent-Teacher Association meetings
 - c. Cabinet meetings
3. Community Initiatives:
 - a. School Leadership Team meetings
 - b. Parent-Teacher Association meetings
 - c. Cabinet meetings
4. Grants:
 - a. School Leadership Team meetings
 - b. Parent-Teacher Association meetings
 - c. Cabinet meetings

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).

- Communication of school-wide goals, objectives and events via parent newsletter.
- Parents will assist with all grant-writing.
- Parents will be asked to donate books and assist with labeling books for distribution to scholars.
- The PTA will be asked to contribute financial resources as well as parent volunteers to assist with creating an open space for scholars to use.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents will be informed of their scholars reading levels as measured by the STAR Reader software.
- Parent workshops will be organized by our parent coordinator to encourage independent reading with a focus on non-fiction texts.

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.										
NYSTL Library funds										
NYSTL Software funds										

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Scholars who scored a 1 or low 2 on last year's state ELA assessment will receive tutoring from the Ivy Key program.</p> <p>Extended time will be incorporated into the school day so that scholars in all three grades will receive explicit skill based instruction from ELA teachers.</p> <p>Extended day time will be incorporated into the school day so that scholars with a low reading proficiency will be taught explicitly by a Wilson trained teacher.</p> <p>Homework lab program will be assigned to scholars who fail to submit assignments regularly.</p>	<p>Ivy Key tutoring – small group tutoring.</p> <p>ELA extended time – small group instruction led by ELA teachers.</p> <p>Wilson Program – small group instruction led by Wilson trained staff.</p> <p>Homework Lab – tutoring.</p>	<p>Ivy Key tutoring – after school tutoring.</p> <p>ELA extended time – during the school day – period 7, twice a week.</p> <p>Wilson program – during the school day – period 7, three times a week.</p> <p>Homework Lab – after school.</p>
Mathematics	<p>Help math to provide individualized math instruction to self-contained scholars.</p> <p>Extended time will be incorporated into the school day so that scholars in all three grades receive explicit skill based instruction from the math teachers.</p> <p>Homework lab program will be assigned to scholars who fail to submit assignments regularly.</p> <p>Scholars who scored a 1 or low 2 on last year's state math assessment will receive tutoring from the Ivy Key program.</p>	<p>Help math – small group.</p> <p>Math extended time – small group instruction led by math teachers.</p> <p>Homework lab – tutoring.</p> <p>Ivy Key tutoring – small group tutoring.</p>	<p>Ivey Key tutoring – after school tutoring.</p> <p>Math extended time – during the school day – 7th period, twice a week.</p> <p>Homework lab – after school.</p> <p>Help math – before and after school.</p>
Science	<p>Extended time will be incorporated into the school day so that scholars in all three grades receive explicit skills based</p>	<p>Ivy Key tutoring – small group tutoring.</p> <p>Science extended time – small group</p>	<p>Ivy Key tutoring – after school tutoring.</p> <p>Science extended time – during the</p>

	<p>instruction from science teachers.</p> <p>Homework lab program will be assigned to scholars who fail to submit assignments regularly.</p> <p>Scholars who scored a 1 or low 2 on last year's state ELA assessment will receive tutoring from the Ivy Key program.</p>	<p>instruction led by ELA teachers.</p> <p>Homework lab – tutoring.</p>	<p>school day – 7th period, twice a week. .</p> <p>Homework lab – after school.</p>
Social Studies	<p>Scholars who scored a 1 or low 2 on last year's state ELA assessment will receive tutoring from the Ivy Key program</p> <p>Extended time will be incorporated into the school day so that scholars in all three grades receive explicit skill based instruction from social studies teachers.</p> <p>Homework lab program will be assigned to scholars who fail to submit assignments regularly.</p>	<p>Social studies extended time – small group instruction led by social studies teachers.</p> <p>Homework lab – tutoring.</p> <p>Ivy Key tutoring – small group tutoring.</p>	<p>Ivy Key tutoring – after school tutoring.</p> <p>Social studies extended time – during the school day – 7th period, twice a week..</p> <p>Homework lab – after school.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance counselor will provide at-risk guidance support to scholars who are failing classes.</p> <p>Guidance counselors and teachers will meet with parents of scholars failing one or more classes.</p> <p>Mandatory tutoring will be provided to scholars who did not score level 2 on the state ELA and/or math assessment.</p> <p>Mott Hall II's advisory program (every teacher is an advisor) will provide life skill development with a particular focus on at-risk scholars through the use of the Leadership program.</p> <p>Pupil Personnel Team (administration, special education teachers, school psychologist and guidance counselor) will review student cases based on referrals made by teachers. Instructional strategies will be</p>	<p>At risk counseling – one to one or group.</p> <p>Parent meetings – group meetings involving all teachers.</p> <p>Mandatory tutoring – tutoring program.</p> <p>Mott Hall II's advisory – small group.</p> <p>Pupil Personnel Team – classroom based interventions led by teachers in the scholars current academic setting.</p>	<p>At risk counseling – during enrichment periods.</p> <p>Parent meetings – before and after school.</p> <p>Mandatory tutoring – after school tutoring program.</p> <p>Mott Hall II's advisory – during the school day – 7th period, once a week.</p> <p>Pupil Personnel Team – weekly meetings.</p>

	recommended to general education teachers before special education services are considered.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

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.

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).

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.).

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.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 00	Borough Manhattan	School Number 862
School Name Mott Hall II		

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 Marlon Lowe	Assistant Principal Augustine Mejia - ATR
Coach type here	Coach type here
ESL Teacher Violeta Trifu	Guidance Counselor Belinda Gorman
Teacher/Subject Area Breanne Scanlon/Social Studies	Parent Jean Stemm
Teacher/Subject Area Melinda Gennaro/ELA	Parent Coordinator Jory Plevel
Related Service Provider John James Janikis/ICT	Other Michele Giuliano/Math
Network Leader(Only if working with the LAP team) Yuet Chu	Other Aurora Granberry

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	345	Total number of ELLs	7	ELLs as share of total student population (%)	2.03%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	3	1					5
Pull-out							1	3	1					5
Total	0	0	0	0	0	0	2	6	2	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	4

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	0	0	0	3	0	3	4	0	2	7
Total	0	0	0	3	0	3	4	0	2	7

Number of ELLs who have an alternate placement paraprofessional:

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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							1	4	1					6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	1	5	1	0	0	0	0	7

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)														0

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)														0
Advanced (A)							2	4	1					7
Total	0	0	0	0	0	0	2	4	1	0	0	0	0	7

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				2
7	3	1			4
8	1				1
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	2								2
7	1		3						4
8			1						1
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	1								1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.
We use the New York City performance assessment to assess ELA literacy skills. A baseline will be administered in October 2013 and a post assessment in May 2014. On the literacy baseline assessments, our ELL students scored an average of 34% on the ELA baseline, 30% on the Social Studies baseline and 16% on the Science baseline. We also use supplemental assessment tools such as, Accelerated Reader and Star Reading programs to assess reading levels and progression of additional literacy skills. We use these results to implement specific interventions to ELLs that might have particular areas that need attention prior to the NYS exams. For example, if student A's data consistently indicates that he/she needs support with inferences and drawing conclusion then the ELA and ESL teachers can plan accordingly.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT scores revealed that this year ELL students have made little progress. We dug further and looked at the NYS ELA and Math scores and noticed that they have made little progress in those areas as well. We also looked at the Accelerated Reader scores which revealed a need for vocabulary development and the re-teaching/reviewing reading comprehension strategies.
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](#))
Patterns seen across NYSESLAT modalities will be used to inform instruction. The ESL teacher will meet with core teachers to plan accordingly. We will target specific weaknesses through structured lessons and create assessments that will evaluate progress. Low performing students will receive additional individual support from the ESL teacher. Data from annual assessments will allow us to look at scores and identify students who are at risk. As a result, a focus on reading and writing is implemented in instruction. Students use non-fiction as well as fiction text to produce writing pieces that exemplify specific writing criteria.
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?
 - a. All ELLs are at the overall advance level this year. When compared to English proficient students, the English proficient students out performed ELLs in both ELA and Math. However, the math discrepancy between the two groups was lower than the ELA.
 - b. Our school does not administer the ELL periodic assessment. Results from NYC performance assessments, NYS ELA and Math test scores, and supplemental assessment tools help in planning instruction that targets each student's needs.
 - c. Again, our school does not use ELL periodic assessment. However, we support our students by providing a bilingual library; most of our selection includes Spanish books. This year we have a student who speaks Twi and we are in the process of acquiring literature in that language. In the meantime, we are using the internet as a resource.
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?
Our ELLs are at the advanced language proficiency stage (Stage V). Their second language development is considered in instructional decisions by informing content area teachers of each student's second language development stage and arming them with strategies which in turn helps them modify their instruction to encourage students' progression to the next level. The use of visual aids, pre-teaching vocabulary and making connections between content areas are only some of the strategies we implement.
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 Available
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ESL program by how well students do during the course of the year in their core classes as well as

how well they do on NYC performance tasks, school performance tasks, and NYS Assessments (ELA, Math, and Science). For example, we have data for 6 of our 7 ELLs, all of which scored at the Advanced Performance level on the 2013 NYSESLAT exam. These students also scored an average of 1.16 on the 2013 NYS ELA exam and an average of 1.5 on the 2013 NYS Math exam. We look at these data sources to determine how our program should be modified and shift our delivery of instruction and professional development.

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 registration pupil accounting secretary, Ms. Ward, informs ELL coordinator and licensed ESL teacher, Violeta Trifu, that a student who is newly admit to NYC school is registering. The ELL coordinator meets with the parent and/or guardian to fill out the Home Language Identification Survey (HLIS) and conducts an informal interview of the parent and student in English and in the parents/student home language. The pupil accounting secretary serves as a translator for Spanish speaking parents. If there is a need for a translator for any other language, the school provides one. Usually, the school will use a staff member that speaks the parents' language if there is one available, otherwise the NYCDOE Translation and Interpretation Unit is contacted for assistance with translation. The ELL coordinator, Ms. Trifu, reviews the information provided in the HLIS and the information gathered during the informal interview to determine if the child is eligible to take the LABR. If so, the LABR is administered by ESL teacher, Ms. Trifu, to those students who were deemed eligible for the test within 10 days of enrollment. If the student only speaks Spanish, then the Spanish LAB would be administered.
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.
Once it's determined that the student is eligible for ELL services (as per hand-scored LABR), an entitlement letter is sent home. This letter informs the parent that based on the LABR results (proficiency level is indicated) their child has been identified as an English Language Learner and he/she is entitled to receive ESL services. Using this letter, the parent is invited to apparent orientation to explain the three programs NYCDOE provides for ELLs. The parent orientation is conducted by the ESL teacher, Ms. Trifu, and the parent coordinator, Ms. Plevel. At this orientation parents watched a video provided by the NYDOE which explains the three programs available to them. Parents are provided with a brochure and are given the opportunity to ask questions. Once parents have a full understanding of the programs available to them, the parent survey and program selection form is given to them to fill out. The letter is mailed and sent home with the student, asking parents to respond by a set date. If parent does not respond by the set date, the parent coordinator calls the parents to remind them of the orientation. If the school is still unable to contact the parent then a family worker or other personnel is used to visit the parent's home. If a parent is unable to attend the schedule meeting, arrangements are made to accommodate parents' schedule. This orientation takes place within 10 days of enrollment.
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 [\[see tool kit\]](#).)
Parent surveys and program selection forms are distributed and explained during registration. During the ESL parent orientation meeting, held the first week of school, parents are given a brochure and informed of the three programs offered by the NYCDOE. All forms are collected by the conclusion of the parent orientation. Parents that don't return forms receive daily phone calls until forms are returned. Once forms are collected, the ESL teacher files and secures them in a locked file cabinet. The original forms are placed in the student's permanent record file. Once it's determined that the student is eligible for ESL services, an entitlement letter is sent home.

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.
Placement letters, explaining LAB-R results, amount of ESL services student receive and schedule for ESL services is sent home via backpack. Parents/guardians, classroom teachers and the students are notified in writing of the students' ELL pullout and pushin schedule. Our ESL teacher maintains these files. Use of RLAT (ATS) report to cross check students who continue to be eligible for ESL services is advised. Those families receive notification by letter as well. This year letters provided by NYS with NYSESLAT results were sent home at the same time. Translated letters, when appropriate and available accompanied results. If and when needed pedagogues and the ESL teacher contact families by phone using parent/guardian home language to inform parents of student eligibility. Students are given ELL services based on mandatory NYC & NY State regulations, plus additional 37.5 min., and ELL talent. The ELPC screen in ATS is updated within 20 days of student enrollment to reflect LAB-R results and parental program choice.
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.
Once the student is identified as an ELL, he/she will be administered the NYSESLAT (speaking, listening, reading, and writing) every year until he/she scores at a proficient level on this test. The school ensures that all students are tested by cross referencing a number of documents: RLER, RLAT, and a manual running record kept by the ESL coordinator.
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. 
Historically, (over the last 4 years) 100% of our ELL families have opted to remain at our school within our ESL pullout program. Program Selection Forms, when received are reviewed to make sure we are the program of choice. Completed Program Selection Forms, collected over the past 4 years show that the ESL pullout program we provide continues to be the preferred program. We have received no requests for alternate program models. When the circumstance should arise, the initial step would be to assist families by reaching out to our Network (103) and to the placement office for our district (02) to find sites that align with parent choice. We would also contact the Office of English Language Learners to provide and confirm appropriate schools. The school will continue to keep a running record of the parents' program selection and will use that information to plan for the following school year.

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])?
Instruction is delivered in one hour block periods throughout the day.
 - a. There are many organizational models in place: Push-In (Co-Teaching), Pull-Out, Collaborative as well as Self-Contained models are evident across disciplines.
 - b. Program models include block periods where classes travel together as a group. Classes are set up Heterogeneous formats. The ESL pull-out class consists of an ungraded format where students are in mixed grades.
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)?
The mandated number of instructional minutes, as per CR Part 154, are provided by a certified teacher in each core class as well as during their scheduled ESL class.
 - a. ESL instructional minutes are delivered specifically in eight one hour block periods a week. The remainder of the mandated time is delivered during ELA classes throughout the day, all week as a push-in program. ELA classes are comprised of five one hour block periods., for a total of 300 instructional minutes per week. Beginner ELLs and intermediate ELLs receive a total of 360 minutes a week of services. Advanced ELLs receive 180 minutes of mandated services a week. Sixth and seventh graders receive Spanish as a second language while eighth graders are in a class of native speakers.
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.
Content areas are delivered in one hour block periods in a heterogeneous setting. Word walls are evident in each classroom and are accessible to all students. The objective (aim), "do Now" and lesson are always visible on the whiteboard or on the "ELMO" screen. New vocabulary introduced to students each period is always written in a designated area so that it is easily visible to students. Teachers orally go over lessons thoroughly and repeat segments of lesson if students are unclear. Visual aids, manipulatives, pictures and relia are used in the content areas to facilitate understanding and language development. In addition, instructional lessons are developed around the Common Core Learning Standards across disciplines. Student learning focuses on meeting set goals specific to the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Evaluations of ELLs are determined by the HLIS. If a language other than English is considered the primary language then student is evaluated accordingly. For students whose home language is Spanish the Spanish LAB is administered. They are also provided with translated versions of the NYS test for Science, Social Studies, and Math, if available in their home language. Glossaries are available for State tests as well as class use.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL students participate in a test prep class, once a week, where they are consistently evaluated in all four modalities of English acquisition throughout the year. Students are given individual attention and work one on one with the ESL teacher in order to target specific problem areas. This class is geared towards preparation for the NYSESLAT exam.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for ELL subgroups by how students are grouped. More advanced students might be paired with intermediate students to assist with given tasks. Individual conferencing between student and teacher is often occurrence. During individual tasks teacher works with individuals for a given timeframe.

a. We currently do not have SIFE students. If we did have SIFE students our plan would be as follows: We would provide AIS once a day where students would receive decoding and fluency instructions using the Wilson Program. These students would also be mandated to participate in the Extended Day program. We would develop an after school program that would provide NLA instructions which will develop their academic skills in their native language. Classroom instructions would be in small groups with many one-to-one teaching opportunities. Students' library would consist of low inference/high interest books. Students would be provided with visual aids as much as possible.

b. In addition to the services above, newcomers participate in a before school program which focuses on the listening and speaking modalities. ESL teacher provides a mini lesson targeting listening and/or speaking skills, then students are directed to either the listening centers to practice skills or to work in groups to develop skits which they will present to the class as a group.

c & d. The plan for ELLs receiving services for 4 to 6 years and long-term ELLs is the same. ELLs participate in a more rigorous program (ESL) where they engage in reading more non-fiction texts. Emphasis is made on writing skills through continuous response to non-fiction text. Writing assignments and projects require more extensive and elaborate detail. A wide range of academic vocabulary use is expected and taught throughout all content area. They receive additional instruction during extended periods throughout the day.

e. Former ELLs still receive testing accommodations for two years after becoming proficient. They are closely observed by each core teacher for any language deficiencies that might affect their academic performance.

- 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?

ELL-SWDs are taught using low inference/high interest books, manipulatives, visuals aids, and pictures to teach content areas. Special education teachers consult on a regularly basis to best serve those students. ESL teacher uses her time with the ELL-SWDs to emphasize and reinforce materials and content being taught by special education teachers. Total Physical Response method is used to teach ELL-SWDs.

- 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?

ELL-SWDs students are participating in an Explorations program which offers the student individualized instruction for one hour a week according to the data obtained from the ELA test scores. All our ELL students receive two hours of ESL instruction in a Pull-out and Push-in program where skills are taught according to the results of the NYSESLAT scores.

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:			

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

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

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

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

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.

This year our academic intervention services specifically include a program for ELLs. Our ELLs scored an average of 1.16 on the 2013 NYS ELA exam, and an average of 1.5 on the 2013 NYS Math exam. All of these students have been offered a free after-school tutoring program led by The Ivy Key with a focus on the ELA and Math state exam. The purpose of this program is to use the Ivy Key method to emphasize literary comprehension, vocabulary development and to improve reading and writing skills on both the ELA and Math state exams. Students trained using The Ivy Key method increase an average of .4 points on the NYS ELA and Math state exams.

In addition, we provide academic intervention service in a before school program, after school program, and during lunch time by content area teachers. Student teachers provide extra support in the classroom during instructional time. During lunch hours eighth grade teachers offer a quiet space for students to do homework. Assistance, if needed, is also offered in all subject areas by the teacher. The social studies teacher offers help with writing during lunch hours, as well as afterschool, targeting students who demonstrate low levels of writing skills. The Spanish teacher also offers homework help during lunch hours, as well as afterschool, targeting students who are struggling in their language classes. The science teacher offers weekly afterschool tutoring for students who are struggling in science. We also have two afterschool science classes. Sixth graders are offered a class dealing with neuroscience and eighth graders are offered a class in alternative energy.

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

Our ESL program includes both the pull-out and push-in method. The ESL teacher pushes in to core classes to support content development and works individually with ELLs. During pull-out periods there is a focus on language development through vocabulary building, reading and writing, and NYSESLAT preparation.

In addition, we analyze assessment data to determine the progress of our students. In September 2013, the NYC performance assessment was administered to determine a baseline for our students. A mid-year benchmark assessment will be administered at the end of January 2014, and a NYC performance assessment will be administered at the end of the year to compare to baseline and measure the growth of our students, and subsequently the effectiveness of our current program.

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

For foreign language teachers to collaborate more with the ESL and Special Education teachers to best meet the needs of all ELLs taking a foreign language.

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

None.

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

All our ELL students participate in all the extra curricular activities, all the sports programs and in all our school trips and evening activities and social dances. All AIS is offered to ELLs before school, after school and during lunch.

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

Glossaries, dictionaries, laptops, low inference/high interest books, and Spanish books are used in all core classes.

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

For our Spanish speaking ESL students, native language support is offered during foreign language class. They are also provided with dictionaries, glossaries and Spanish libraries. In addition, students are able to use Google Translate in class.

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

Yes. High interest and low inference literature is used and corresponds to ages and grade levels.

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.

For newly enrolled students, we hold two orientations at the beginning of July and at the end of August every year, where

incoming students are given a tour of our building. During this orientation we also inform them of the expectations and supports available to them throughout the school year. Students have an opportunity to meet teachers and ask questions at that time.

18. What language electives are offered to ELLs?

The only foreign language offered this year to our ELLs is Spanish.

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.

1. ELL personnel often participate in professional development workshops outside the school building targeting specific models such as SIOP twice a month. All teachers of ELLs also attend monthly meetings lead by the ESL teacher. Topic discussions include teaching strategies used with ELL students and specific ways we can develop academic language.

2. Professional Development addressing the Common Core Standards are held periodically for all teachers of ELLs and staff members. Various teaching strategies are offered and shared among teachers to ensure adequate support for all teachers and students.

3. The school participates in two High School fairs a year. Staff are given sample mini lesson to do with their students so they are prepared to participate in the HS fairs in a way that is meaningful to them. Teachers are also given the opportunity to take their students on HS visits to further prepare them for their transition. We also provide college tours to provide students a look at their future and help them set long-term goals.

4. Continuous professional development is given to teachers throughout the year that goes over the 7.5 minimum hours as per Jose P. In addition to this we are offering the professional development in the Language Allocation Policy LAP Tool Kit Facilitators Guide from the Office Of Language Learners to the staff by the ESL teacher. The ESL instructor attends professional development throughout the year as per the Network and the DOE. Sign-In sheets are kept of teachers who attend all professional development. Members receive certificates at the completion of their 7.5 professional development hours.

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?
 1. We have a very small group of ELLs in our school and the parents are notified by the ELL Coordinator as to the progress of their child. All our parents are invited to functions in our school and since the majority of our ELL parents are Spanish speaking we have bilingual staff members who are available at all meetings and parent reach out to ensure communication. We have a strong, involved PTA, consisting of ELL and nonELL parents/guardians. All parents/guardians including the parents/guardians of ELLs are invited to attend parent curriculum workshops, PTA meetings, SLT meetings and other meetings with staff and administration including other scheduled social and cultural events. Parents are encouraged to participate in information meetings here at the school and join in High School tours and the district Middle School Fair so they are more fully aware of educational options for their children. The PTA reaches out to get parents involved in planning, as well as, participating in these events. Parents are kept informed by letters and updated calendars. Parents are invited to attend all PTA meetings, parent teacher conferences, classroom events, concerts, fairs, information meetings and graduation ceremonies. They are notified by phone, letter, PTA happenings, information boards & bulletin boards, etc. Translation is provided by ESL teacher, other teachers, fellow parents and DOE translators.
 2. We are in the process of working with RCSN (Resources for children with special needs). This organization offers help with the Individualized Education Program process, early childhood services and programs, kindergarten placement, managing Medicaid services and mental health services. Additionally, this organization offers assistance with community resources and after school situations. The Family Center provides a unique service to families, by offering assistance with health-care coordination and management and expert legal and social services. The Family Center provides support programs to families which help to build family stability, particularly to those who have sustained a loss, crisis or serious illness within the family.
 - 3-4. Our PTA offers monthly parent breakfasts for all parents/guardians including ELL families to voice their concerns and ask questions. Breakfasts are also offered in Spanish. Parent Coordinator provides reachout services to all new families, and uses DOE translators for correspondence whenever available. Tutoring information, volunteer forms, afterschool schedules, calendar of events, workshops, and weekly newsletters are provided. The Parent Coordinator also helps parents set up school e-mail accounts. Guidance and Parent coordinator hold high school and middle school applications process meetings for all parents, especially ELL families new to NYC. These meetings are also offered in Spanish. We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns. This is an opportunity for parents to network and assist each other to adjust to their new community. ELL parents/guardians are always invited to school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and much more. Monthly school newsletters as well as monthly publications to help students learn are offered to parents in both English and Spanish.

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: Mott Hall II

School DBN: 03M862

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marlon Lowe	Principal		
Augustine Mejia - ATR	Assistant Principal		
Jory Plevel	Parent Coordinator		
Violeta Trifu	ESL Teacher		
Jean Stemm	Parent		
Breanne Scanlon/Social Studies	Teacher/Subject Area		
Melinda Gennaro/ELA	Teacher/Subject Area		
	Coach		
	Coach		
Belinda Gorman	Guidance Counselor		
Yuet Chu	Network Leader		
John James Janikis	Other <u>ICT</u>		
Michele Giuliano	Other <u>Math</u>		
Aurora Granberry	Other <u>Paraprofessional</u>		
Alison Shatzman	Other <u>Math</u>		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M862 **School Name:** Mott Hall II

Cluster: 1 **Network:** CFN 103

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

Part A: Needs Assessment Findings

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

When students are admitted to our school, information from ATS (RHLA and RPOB) lets us know the home language. In addition, parents complete a survey that asks about the home language and if there is a need for a translator for home calls and/or parent teacher conferences.

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 majority of our students come from Spanish speaking homes. We also have a handful of families who speak Eastern European and African languages . At the beginning of the school year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. Staff have also received the phone number for the Translation & Interpretation Unit, which we have utilized on occasions when there has been a need.

Part B: Strategies and Activities

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

Translation for Spanish is provided for all our outgoing messages, flyers and notices. We also have purchased translation software that has helped in translating our communications. We have used school staff, parent volunteers and the Translation & Interpretation Unit to assist in written translations.

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

We have teachers on staff that are bilingual in Spanish and English and serve as translators during conferences and call the homes to communicate with the parents. Our school secretary is also bilingual in Spanish and English. At the beginning of the year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. Staff have also received the phone number for the Translation & Interpretation Unit, which we have utilized on occasions where there has been a need.

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>.

If we need official notices to go out in other languages not provided through the Translation Software, we can print them from the DOE which provides translation of forms in 25 languages.