



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: MOTT HALL BRONX HIGH SCHOOL

DBN (i.e. 01M001): 09X252

Principal: KATHRYN MALLOY

Principal Email: KMALLOY@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: BARBARA GAMBINO

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
Kathryn Malloy	*Principal or Designee	
Sharlene Simpson	*UFT Chapter Leader or Designee	
Maria Cartenage	*PA/PTA President or Designated Co-President	
Gicary Peguero	DC 37 Representative, if applicable	
Christopher Pagan Jeniffer Mena	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gloria Peguero	Member/ Elected Parent	
Sulina Baez	Member/ Elected Parent	
Stephanie Zaccardo	Member/ AP	
Carolina Roha	Member/ Parent Representative	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

1. Leverage the Danielson rubric to create a more cohesive instructional culture. Our target will be to have 100% of teachers performing at least as Effective on component 3c by June 2014.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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. Within PD, we will focus on instructional strategies which can be used to support ELLs and SWDs

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

1. Instructional Team/Coaches
2. Administration

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

1. Each quarter, we will evaluate course pass rates

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

1. August Retreat – Introduce Constructivism 8/27
2. Friday PD Sessions and common Planning Time

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

1. Create release time for instructional team members
2. Create Per Session postings for curriculum writing

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).

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

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

Common Core Content teams will select one high leverage standard that they will measure three times by June 2014.

Comprehensive Needs Assessment

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

We must transition fully to the Common Core Standards in addition to preparing our underclassmen for the work of the IB Programme in the 11th and 12th grades. We need to increase readiness for 11th graders entering the IB program in addition to increasing the rigor to better prepare students for college. Also, we need to align 9th and 10th grade curriculum, instruction and assessment with that of the 11th and 12th grade IB Diploma Program. All of the needs around college readiness and increasing the rigor of our assessments align with this goal.

Instructional Strategies/Activities

Describe the research-based 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. Creation of Common Core Content Teams which meet weekly to identify target standards and participate in the inquiry cycle

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

- 1. Administrators
- 2. Coaches/Instructional Team

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

- 1. Team sets short and long term targets within the inquiry cycle

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

- 1. September – Identify target standards

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

- 1. Use of one 37.5 minute block for Common Core Teams to meet
- 2. Use of November 8th for whole staff grading of ELA Performance Assessment
- 3. After School Program
- 4. Saturday School

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).

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

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

We will use principles of youth development to address students exhibiting negative behaviors to result in a 20% decline in average daily disciplinary write ups through the 2013-14 school year.

Comprehensive Needs Assessment

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

We analyzed disciplinary data and identified a group of students whose needs our current structures were not reaching.

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. Youth Development work at retreat
2. ESI work

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

1. Dean and support staff
2. Social workers
3. Discipline Team

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

1. We will look at discipline data quarterly

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

1. September – readings and webinar on youth development
2. Quarterly check ins in November, February, April and June
3. Quarterly Mott Holla celebrations to keep the focus on positive rewards

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

1. Meeting time for the discipline committee
2. SST
3. Attendance Team
4. ESI
5. PGC (Peer Group Connection partnership)
6. Grade Teams/Mott Holla Celebration

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).

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

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Common Core Content Teams will engage in a minimum of three data review sessions for Periodic Assessments. After the first data review teams will set goals to be achieved with the 2013-14 school year.

Comprehensive Needs Assessment

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

We must prepare to transition to the Common Core Standards in addition to preparing our underclassmen for the work of the IB Programme in the 11th and 12th grades.

The data we collected originated from multiple choice and short answer questions from previous assessments not as useful or telling as data we have collected from performance based tasks. Given that New York State, and for the most part the entire country, is moving towards Common Core, we had to ensure that our school was on track to successfully make that transition.

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. Transition to Skedula DDC to track data
2. Modify PA schedule and expectations to suit the needs of the course (i.e. using unit tests in addition to formal PAs)

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

1. Data Specialist
2. Programmer
3. Coaches
4. Administration

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

1. September – baseline Exam
2. October – PA #2 – CCCTeams begin inquiry cycle
3. January – PA #3 – Regents Aligned
4. March – PA#4 – CCCTeams begin inquiry cycle
5. May – PA #5 – Mock Regents
6. June – PA#6 – Finals

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

1. September – baseline Exam
2. October – PA #2 – CCCTeams begin inquiry cycle
3. January – PA #3 – Regents Aligned
4. March – PA#4 – CCCTeams begin inquiry cycle
5. May – PA #5 – Mock Regents
6. June – PA#6 – Finals

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

1. Use of 37.5 minutes for CCC Teams
2. Testing Coordination
3. Assessment Writing Institute (AWI)
4. Curriculum Writing Institute (CWI)

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).

- During our Parent orientation and Title I parent meeting, and on parent teacher night, parents will be informed about this work and how it will affect the students' grades (Performance Tasks represent a significant percentage of each quarter grade).
- This will also be covered during the parent meeting held for parents of English Language Learners
- Parents will be provided with access to Pupil Path so they can log in and check on student progress
- Progress Reports will be sent home mid-quarter

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014 the attendance rate will be 88%

Comprehensive Needs Assessment

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

Overall school attendance last year was less than 90%

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. The attendance team, composed of the assistant principal, social worker and attendance teacher, will meet weekly to review data and determine plans of action for students in each category (students are categorized according to their overall attendance rate). Interventions include at-risk counseling, assigning of mentors to students, incentives, automated phone calls home, monthly letters to students, working with attendance teacher to conduct home visits and calling ACS. For overage students, planning interviews will be scheduled and students will work with Ms. Rhodes, the social worker to look at alternate options if the traditional route has been unsuccessful.

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

1. School social workers
2. Attendance Teacher
3. Parent coordinator

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

1. Quarterly evaluation of attendance data

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

1. Septemebr – June – Weekly Attendance Meetings
2. Quarterly attendance data tied to grade team competitions and grade level incentives

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

Time is set aside in each team member's schedule meetings, outreach and family support. The attendance team will work in conjunction with the Student Support Team (SST) to make sure students are referred to the appropriate support services. We allocate money for attendance incentives and celebrations. Our grade teams will lead this effort to recognize and reward those with exceptional attendance.

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).

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

Budget and 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.

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	Students who fail the ELA Regents are enrolled in a Regents Prep class, which focuses students on skills needed to pass the Regents. In addition, after school classes are held 4 days a week while Saturday school runs from December – January and May – June. All 9 th grade students as well as low performing 10 th grade students receive support from Blue Engine Teaching Assistants in the form of small group instruction and tutoring during class time.	Small Group; Push in-Pull out services; College 101/201/301/401 provides academic supports in the form of study skills and time management	During School; After School; Saturday School
Mathematics	Students who fail the Algebra Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June. All 9 th grade students as well as 10 th , 11 th , and 12 th grade students who did not pass the Algebra Regents receive support from Blue Engine Teaching Assistants in the form of small group instruction and tutoring during class time.	Small Group; Push in-Pull out services; College 101/201/301/401 provides academic supports in the form of study skills and time management	During School; After School; Saturday School
Science	Students who fail the Living Environment Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June.	Small Group; Push in-Pull out services; College 101/201/301/401 provides academic supports in the form of study skills and time management	During School; After School; Saturday School
Social Studies	Students who fail the History	Small Group; Push in-Pull out services; College 101/201/301/401 provides	During School; After School; Saturday School

	<p>Regents are enrolled in a Regents Prep class with targeted instruction geared at passing the Regents. In addition, after school classes are held 3 days a week while Saturday school runs from November – January and April – June.</p>	<p>academic supports in the form of study skills and time management</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>College Advisement beginning in 11th Grade. All 12th graders have individual meetings with a college advisor and are scheduled for a 1 credit class which supports the college application process. Mott Hall also works with ReServe to bring in a reservist who meets with students after school to help them with their college essays. Social worker works with small groups of at risk students; students work on pre-determined goals; at risk students are referred to the SST and a plan is made Condom distribution program</p>	<p>Small Group; Push in-Pull out services; College 101/201/301/401 provides academic supports in the form of study skills and time management</p>	<p>During School; After School; Saturday School</p>

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.

Highly Qualified Teachers want to work in schools where they can see the fruit of their labor. Supporting teachers through ensuring students regularly attend school allows them to focus on instruction and student achievement. This allows for greater job satisfaction, which promotes retention.

IB is a prestigious program that allows teachers access to top-notch professional communities and training. Teachers are allowed flexibility to create their own curriculum, work collaboratively with their colleagues and help students in achievement of rigorous standards. This helps to build and maintain a professional culture in the school that helps us to attract and retain highly qualified teachers. Maintaining Mott Hall's culture of a professional learning community is what helps us to attract and retain HQT. The work with Danielson will help us to further differentiate teacher PD and opportunities for professional growth. Highly Qualified Teachers want to be able to grow professionally in a community of their peers. At Mott Hall we strive to involve teachers in all aspects of school improvement including revision of the supervisory process. This not only increases investment on the part of the staff, but improves our process because of increased representation in the creation of the process. In addition, the extra support offered by Blue Engine will help to retain HQT and attract others by way of expanding our recruiting network.

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).

Once a week, teachers use one 37.5 minute block to meet in Common Core Content Teams (CCC/C Teams). The purpose of these teams is to choose focus standards and conduct inquiry cycles around mastery of those standards. In addition, once a week, the teachers receive professional development designed by a school based instructional team. Professional development focuses on Danielson, Constructivism, and continues to be driven by the needs of the school as identified during observations by administration and by teacher feedback.

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.).

At the beginning of the year, we set aside money for students in temporary housing to provide them with any supplies, clothing, shoes, schoolbags and uniforms they may need for school. All students are furnished with supplies they may need and outreach is done to the parents to let them know that there are funds set aside to provide their children anything they need for school.

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.).

n/a

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.

During the summer, a team of administrators and teachers met to determine the most effective way to align assessment to teachers for measures of student learning (MOSL). After making these decisions, Common Core Content Teams met to design the assessment plan for the year. Teams meet weekly to continue this work, design and modify common assessments, review data using data review protocols, and participate in the inquiry cycle around data and student work.

These teams use the book The Power of Teacher Teams to drive the work and guide the inquiry cycle.

TA Schools Only

Use of Program Resources

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

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).

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:

- Surveying parents and holding meetings at convenient times
- Providing babysitting for parents so they can attend meetings
- 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 training on online program Pupil Path
- 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: internet safety, 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:

- providing Pupil Path training
 - hosting college nights
 - hosting financial aid workshops
 - 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:

- Offering open access to the IB Programme
- 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:

- involving parents in the discipline process
- 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:

- giving parents access to our online grading program which allows parents to click on a teacher's name and e mail them
- working with parent schedules to set up meetings with staff members
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 9	Borough Bronx	School Number 252
School Name Mott Hall Bronx High School		

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 Kathryn Malloy	Assistant Principal Mary Fitzmaurice-Barnes
Coach Jamie Maple	Coach type here
ESL Teacher Jamie Maple	Guidance Counselor type here
Teacher/Subject Area Elizabeth Mace / French & ESL	Parent type here
Teacher/Subject Area Ellen Recinos / French & ESL	Parent Coordinator Gicary Peguero
Related Service Provider type here	Other Diane Yacenda
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	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)	382	Total number of ELLs	47	ELLs as share of total student population (%)	12.30%
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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	2	4	4	11
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	2	4	4	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	27
SIFE	7	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	30

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	3	0	1	14	5	2	30	2	11	47
Total	3	0	1	14	5	2	30	2	11	47

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	15	7	4	46
Arabic										1				1
SELECT ONE														0
TOTAL	0	21	15	7	4	47								

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	20		15		7		4		46	0
Arabic	1								1	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	21	0	15	0	7	0	4	0	47	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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										20	15	7	4	46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	21	15	7	4	47

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)										6	1	0	0	7

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)										8	4	5	1	18
Advanced (A)										11	10	3	3	27
Total	0	0	0	0	0	0	0	0	0	25	15	8	4	52

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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12		4	
Integrated Algebra	25		4	
Geometry	4		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		0	
Earth Science	15		0	
Living Environment	5		1	
Physics				
Global History and Geography	7		3	
US History and Government	9		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
When we believe a child is struggling with literacy, we use the Gates-MacGinitie Reading Test to determine their reading level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
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](#))
Paste response to question here:
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. According to our REDS report, all students are testing in English.
 - b. We are using the results of the ELL periodic assessments to help us analyze the skills of our ELLs and change curriculum accordingly. The ESL teachers are a separate content team led by the ELL Coordinator, who leads the team in reviewing the data via the inquiry cycle. This information is disseminated to the staff so all teachers can use it when planning instruction.
 - c. We learned from the Spring 2013 ELL Periodic Assessment that our students struggle with Common Core.
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](#).)
In addition to Regents and NYSESLAT data, we periodically assess all students in all content areas throughout the year. The content area teachers design assessments to determine how well students have mastered the content objectives and skills that were covered. Our periodic assessments are aligned to state standards and formatted like the Regents when applicable. After each assessment, content teachers analyze the results to shape future instruction. We reflect on our teaching and devise Action Plans to address our findings. We plan how we are going to provide relearning, remediation and/or enrichment opportunities for our students. The ESL teacher will work with content area teachers throughout the year to monitor our ELLs' performance on periodic assessments and to make suggestions to meet their needs. We will look for trends as the data comes in to ensure our instruction adapts to fit all students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
One of our instructional coaches is an ESL teacher. She is involved in setting the instructional tone and culture of our school. As an ESL teacher, she is constantly advocating for our ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We review our NYSESLAT results when they come in to determine how to better serve them for the next year and how many teachers to allocate to them. We also review our Regents results for our ELL population and base programming decisions on that support. We base our program success on the following factors...
 1. student success rate on Regents, NYSESLAT, and report cards, and credit accumulation, report cards, and progress reports
 2. ability of teachers to effectively meet the needs of the students
 3. ability of administrators to meet the needs of teachers
 4. teacher feedback from professional development sessions
 5. Formal and informal observations
 6. Student success on teacher created assignments

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](#).)
Students who are newly enrolled into the New York City system are screened as per the NYS LEP identification process: HLIS is filled out during interviews in English and the home language; if language spoken at home is other than English, the student is assessed with the LAB-R or Spanish LAB-R, scheduled for services, and administered the NYSESLAT in the spring. If the student scores proficiently on the LAB-R, no services are provided. Students are administered the NYSESLAT until they achieve proficiency. Jamie Maple, our ELL Coordinator, conducts intake interviews. She is trained in language identification procedures. She and Stephanie Zaccardo (testing coordinator) conduct all subsequent testing and are trained to administer these exams.
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.
When an HLIS is returned with a language other than English, our ELL Coordinator reaches out to the parents with a letter in the home language explaining the program choice options. If the home language is a language spoken by one of our staff, a phone call is also made to follow up on the letter. Letters are sent home within one week if the home language is English, Spanish or French. If the home language is a language for which translated forms are not available, we reach out to the city for translation assistance. In this case, the timeline is dependent on their turn around.
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](#)].)
Our ELL Coordinator takes care of parent forms. She is involved in the intake interviews and therefore knows which students need surveys. She stores them in a well-labeled and organized file cabinet. She works with Gicary Peguero, our Parent Coordinator to ensure all forms are returned.
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.
Mott Hall Bronx High School has a Freestanding ESL program. Due to our size, we are limited to the number of programs we can effectively offer. We communicate this information in multiple languages as appropriate. In the past, we have received students for whom we do not offer the appropriate program. For these students we have worked closely with the office of student enrollment and the family to ensure proper placement for the student. If a majority of parents choose a program that we do not offer, we would offer that program to meet those needs.
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.
Our ELL Coordinator and our Testing Coordinator work together to create a schedule for the NYSESLAT and test all students. They create a schedule where the most students will be available and that will cause the least disruption to their academic program. We also work with another school in the same building, Validus Preperatory, so that our teachers are not administering the speaking exam or grading the writing exam for their own students. We also offer make-ups days for our students who were absent

on the main testing days.

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.  So far this year we did not have any new students whose HLIS came back with a language other than English. The same is true for the 2012-2013 school year. In the past, all parents have chosen Freestanding ESL programs, which is the only model we currently offer. Our program models are driven by student selection, staffing, and schedule. If our parents chose an alternate program we would accommodate their requests. We have been able to provide appropriate placement for all of our students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We offer push-in services and pull-out services where appropriate. In 9th and 10th grades, this occurs in Global History. In 11th and 12th grades, it occurs in ELA and US History. A self-contained extended day is also offered to all ELLs.
 - b. Our students are grouped by grade level, heterogeneously by skill level in 9th and 10th grades. ELLs with disabilities who require a special class are in a special class and not with the general education students. In 11th and 12th grades, some of the special classes are combined grades instead of one grade each.
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)?

Our ELL Coordinator worked with the Assistant Principal to meet the scheduling and service needs of all of our ELLs. We also have four licensed ESL teachers on staff who provide ESL direct services and also fulfill other teaching responsibilities. Two of these teachers are on the 9th grade team, where our largest cohort of ELLs is. One teacher is devoted to the 10th grade team and the last teacher serves both 11th and 12th graders, where the smallest number of ELLs is. These teachers actively work to advocate for the needs of our ELLs in all content classes.

a. 9th and 10th graders receive push-in support in Global History twice a week. The 9th graders also have a class called Design Tech with an ESL teacher. Additionally, students who need more minutes than those provided, receive help in extended day with one of the ESL teachers. The 11th and 12th grade ELLs receive push-in support in English and US History, as well as extended day. As an additional support, we have Blue Engine Teaching Assistants (BETAs) in 9th and 10th grade English and Math classes. BETAs work with at most 6 students at a time on small group instruction.

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.

All contents except French are delivered in English. Our schoolwide instructional philosophy is constructivism. To make content comprehensible to our students, we use as many visuals and native language resources as possible. Our ELL Coordinator is also an Instructional Coach who works with teachers on supporting ELLs.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We are fortunate enough to have many bilingual staff members, most of whom speak Spanish and can work with the ELLs in their native language. We also have two staff members who speak Arabic and can work with our one Arabic-speaking student.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As we work to implement the Common Core Learning Standards as a school, all of our teachers are helping all of our students improve in all four modalities of English. We also use the ELL Periodic Assessments to help us monitor our ELLs' progress.

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).

a. We have two certified social workers who help our students, including our SIFE students, through emotional issues. We also offer extended days and lunch opportunities to our students who need additional assistance.

b. Our ELL Coordinator checks in with our newcomers more frequently to ensure they are progressing appropriately. These students are also offered bilingual dictionaries and translation assistance when necessary.

c. Our main goal for these students is to help them achieve English proficiency as fast as possible.

d. Because these students have not had success achieving English proficiency in the past, we need to try something different with them. We will do more explicit English instruction to get them through the NYSESLAT.

e. After achieving proficiency, former ELLs continue receiving transitional academic support in whatever capacity needed. The needs vary depending on the student. The ESL teachers continue to work with former ELLs to pass any remaining Regents Exams and to fulfill all graduation requirements. All ELLs continue to receive the appropriate testing accommodations for two years after reaching proficiency on the NYSESLAT.

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?

We encourage all teachers to use the Universal Design for Learning framework when designing lessons. This framework ensures that teachers consider both ELLs and SWDs in every lesson.

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?

Our ELL Coordinator works closely with the Special Education and IEP Coordinators to ensure that ELL-SWDs have accurate IEPs that reflect their language acquisition needs, as well as schedules that reflect the services they are entitled to. We have a policy of open communication between the ELL and SWD programs to best meet the needs of all of our students. We ensure that an ESL teacher is present at every IEP meeting for ELL-SWDs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

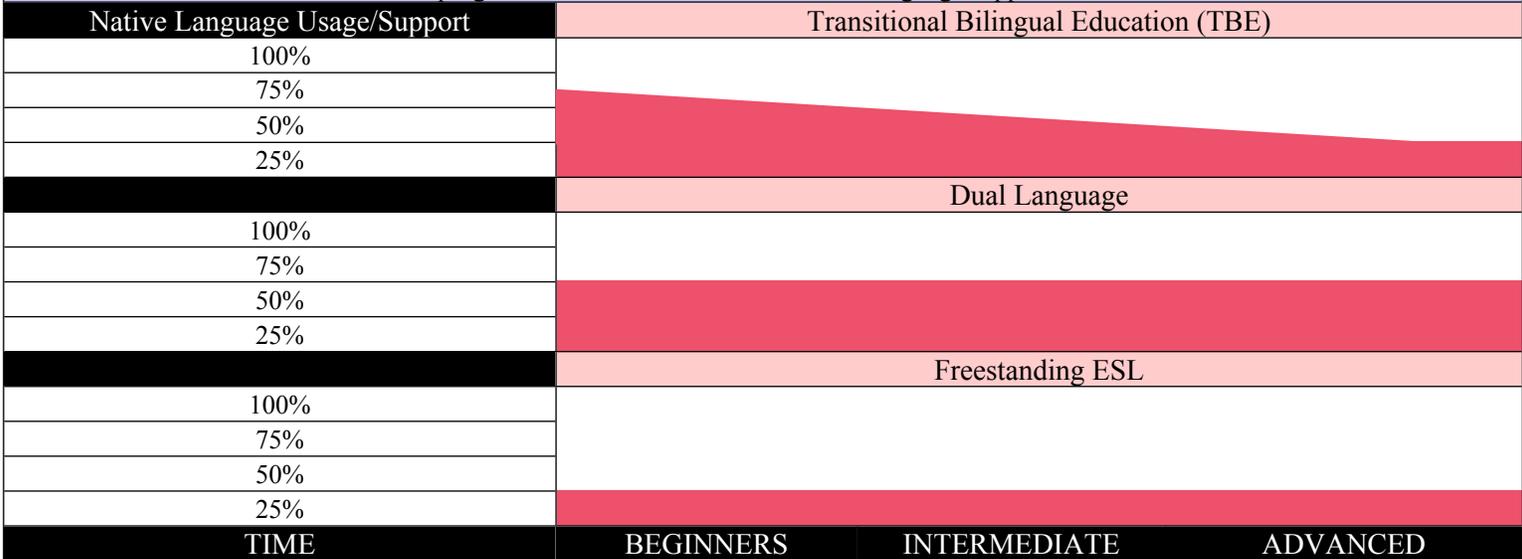
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

We have a number of intervention programs for ELLs and non-ELLs who are struggling in ELA, math, and other content areas. We have an Academic Intervention Team (AIT) that reviews whole school data to identify struggling students and to prescribe interventions to prevent students from failing their classes. We also have a Student Support Team (SST) that considers possible behavior and personal issues that might be affecting student learning. Both teams are designed to help all students succeed in the classroom. If there is an attendance issue, we similarly have an Attendance Team that functions to reach out to parents and students. We also have grade teams designed to foster a culture of academic excellence throughout the school community.

We offer Homework Help sessions three days a week for individual and small group tutoring for all content areas. The ESL teacher is also available for assistance. We implement pieces of the AVID curriculum in our College Prep classes at all grade levels in order to instill better organizational, study and time management skills in our students. The College Prep teachers work with students to reflect on past performance and to set goals for future improvement. We offer Saturday School sessions in preparation for the Regents Exams in both January and June during which ELLs are expected and encouraged to attend. When we get funding from the city to support it, an ESL teacher attends the Saturday sessions to ensure that our ELLs are well prepared for their exams.

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

We found that a free standing ESL resource room was helpful last year in assuring our ELLs achieve credits. Thus, we have continued this program this year and offer such a resource four times a week at lunch and two times a week after school.

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

This year, we are partnering with the Tenement Museum to provide an ESOL Shared Journeys experience for our immigrant students.

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

No programs will be discontinued.

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

Mott Hall offers the International Baccalaureate (IB) program to all students who wish to apply and participate in the program. We currently offer the diploma program for 11th and 12th grade students and are in the process of applying for the middle years program (MYP) for 9th and 10th grade students. There are currently 2 ELLs in the 50-member IB 2015 cohort and 2 ELLs who achieved proficiency last year in the 25 member IB 2014 cohort. We offer multiple levels of academic support to ELLs and non-ELLs in order to perform and succeed in their IB classes.

Mott Hall also offers a variety of afterschool and extracurricular activities to all students, including programs such as Art Studio Hours, BuildOn, Chess Club, Chill, Dance Club, Double Dutch Club, Homework Help, Kaplan SAT Prep, Ping Pong Club, Yearbook, and so on. Students can also participate in campus-wide sports teams including volleyball, cross country, basketball, wrestling, track, baseball, softball, and rugby. Students additionally have equal access to participate in Student Council as elected class representatives. Information regarding these clubs is distributed in English and Spanish.

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

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

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

- We share SmartBoards between classrooms to present content both visually and interactively.
- We use a remedial reading program, Journeys III, to provide underperforming students with the skills and instruction necessary to succeed at grade level. Journeys III involves a multimedia approach to instruction and requires regular use of technology to review, extend and assess student learning.
- We use audio books to supplement ELA instruction whenever possible and to build on reading and listening comprehension skills.
- We have a campus library with a wide range of books and resources to address student interests across all proficiency levels. Our ELL Coordinator has been working with the campus librarian to increase the number of native language books available to our students.

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

Unfortunately, we had to discontinue our Spanish Native Language program. As a small school, we did not have the resources to support more than one world language. Because the Spanish Native Language program was creating racially tracked classes and robbing our Spanish-speakers of the ability to learn an additional language, we chose to sustain a French program instead.

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

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

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.

Mott Hall offers a two-day orientation in August to help new students become familiar with their new school environment. We have teachers run sessions surrounding our rules and expectations and a typical day at Mott Hall in preparation for what's to come in September. Current upperclassmen come in to meet the new 9th graders and to give them a tour of the building. Throughout the week, we run teambuilding activities to help ELLs and non-ELLs alike to get to know each other. Additionally, all of our students are enrolled in a College Prep class that functions like a family for students. Each of these classes spends time at the beginning of each school year getting to know each other. If ELLs enter once the school year has started, the ELL Coordinator works with the College Prep teachers to ensure that the new student is being welcomed by the whole school community.

18. What language electives are offered to ELLs?

We offer French 2, IB French 1 and IB French 2 as language elective courses to all students.

19. For schools with dual language programs:

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

N/A

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. Our ESL Content Team meets monthly to assess the needs of our ELLs and to grow professionally as a team. They keep on the latest research distributed by the city and are encouraged to attend outside trainings where appropriate.
 2. Our ELL Coordinator regularly seeks out trainings and research about teaching ELLs and disseminates this information to the other ESL teachers and the staff. Staff who wish to attend outside trainings are encouraged to do so.
 3. We offer an open house for incoming students and their parents every spring and an orientation for incoming 9th graders in August. We have interpreters available for the open house and always have on dedicated Spanish-language section.
 4. The ESL teachers work with content area teachers during common planning time on best practices for ESL students. In addition, Mott Hall staff has a professional development for instructional staff every Friday. Through these staff meetings, staff are able to engage with strategies for addressing the needs of English Language Learners through the lens of Universal Design for Learning. The common planning time and Professional Development combine to meet more than the required 7.5 hours of ELL training.

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. Our parent involvement for all parents is low. The parent involvement of our ELLs reflect the involvement of our general population. However, we have been reaching out to our ELL parents. Specifically, our ELL Coordinator frequently calls and texts those parents. She reaches out via phone and letter to ensure they are aware of parent conferences. We send home all mailings in English and Spanish. We have a per session position of Translator. This person ensures that all communication that goes home in English also goes home in Spanish. We offer translations services at all parent meetings, including orientation sessions, college information nights, and parent-teacher conferences. The ELL Coordinator also distributed a bilingual phrase list to all monolingual staff to assist them in making phone calls home. For Parent-Teacher Conferences, we have all bilingual non-teaching staff as interpreters. We also ask several bilingual alumni to come in and interpret. Finally, our office staff is always welcoming and parents are encouraged to stop by or call at any time with any concern.
 2. We partner with the Bronx District Attorney's office to offer workshops such as "The Safety of the Internet" and "Gang Awareness" for parents.
 3. Our Parent Coordinator regularly communicates with parents surrounding their needs; we analyze school survey data and use it to inform our parental involvement strategies each year.
 4. We host grade specific parent workshops each year. In grades 9 and 10, we host workshops which deal with credit accumulation, basic graduation requirements, and social issues that affect students in the early high school years. In 11th and 12th grade, the focus of these nights shifts to the college process. In 12th grade, we offer several financial aid workshops where parents come in and complete the FAFSA with a school staff member and a translator if needed.

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.

Part VI: LAP Assurances

School Name: Mott Hall Bronx High School

School DBN: 09X252

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathryn Malloy	Principal		10/29/13
Mary Fitzmaurice-Barnes	Assistant Principal		10/29/13
Gicary Peguero	Parent Coordinator		10/29/13
Jamie Maple	ESL Teacher		10/29/13
	Parent		1/1/01
Elizabeth Mace / French & ESL	Teacher/Subject Area		10/28/13
Ellen Recinos / French & ESL	Teacher/Subject Area		10/28/13
Jamie Maple	Coach		10/29/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Diane Yacenda	Other <u>Programmer</u>		10/28/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 252 **School Name:** Mott Hall Bronx High School

Cluster: 562 **Network:** New Visions

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.

The ELL Coordinator examined the home language of all ELLs via ATS. Additionally, she followed up with students and parents whose home language is not English or Spanish to assess what kind of translation or interpretation services would be needed.

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.

Of the 47 ELLs, only 1 has a home language other than Spanish (Arabic). This student's father is bilingual and is comfortable receiving communication in English, as verified by the student's ESL Teacher. These findings were shared with the staff via a Google doc on the MHBX google server.

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.

Our Parent Coordinator and our Translation Specialist translate all critical documents that go home to parents from English into Spanish. These include letters from the principal, flyers about important school events like conferences, permission slips and an explanation of the report card. One of our staff members speaks Arabic and has offered to translate certain critical documents into Arabic.

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.

At all events where parents are present, our parent coordinator, who is bilingual in English and Spanish, is also present. These include parent-teacher conferences, Parent Association meetings, college information nights, freshmen open house and parent workshops put on by the Bronx District Attorney's office. We also have 10 Spanish-speaking staff members who will provide interpretation services at conferences and throughout the year for phone calls home. We also ask a few bilingual alumni to attend conferences and provide oral interpretation services. The ELL Coordinator distributed a list of helpful bilingual (English-Spanish) phrases to all staff members to use during conferences and phone calls home. We will use the DOE phone interpretation service for oral communication with the Arabic-speaking parent.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The ELL Coordinator mailed the Bill of Parent Rights and Responsibilities to all ELL parents in their home language. Signs were posted at the entrance to the building, the entrance to the school, and the main office telling parents how to get interpretation services.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Mott Hall Bronx High School	DBN: 09X252
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Mott Hall offers Saturday School programs to help students prepare for the Regents Exams and for school assessments. In reviewing our progress report data, it became clear that our ELL students with disabilities are not passing the Regents exams. Because of this, we designed a Saturday School program to specifically target ELL students with disabilities.

On Saturdays in January, May, and June, at least one ESL teacher will team with at least 1 special education teacher and 1 content area teacher to provide targeted support for ELL students with disabilities. Targeted students are ELLs who are enrolled in a Regents bearing course in math, science, history, or English that also have a disability. There are 13, 9th grade students, 9, 10th grade students, 4 11th grade students, and 1 12th grade student who will take Regents in January and June.

Whole group instruction will be used at times. However, the majority of the instruction will be small group targeted instruction; groups will be differentiated and determined from periodic assessment data (all teachers teaching a Regents bearing course administer their own periodic assessments). The maximum ratio of teachers:students will be 1:10. Students will receive 3 60 minute blocks of instruction in small groups. The ESL teacher on duty that Saturday will work with the special education and content area teachers before hand to ensure that the lessons include modifications for ELL students.

All of the content and special education area teachers are highly qualified in their content area. The ESL teachers are also highly qualified in ESL. We will purchase graphing calculators for use specifically during these sessions. They will stay in the room used for math and science on Saturdays and will be labeled as Title III materials. All teachers will be paid per session for each 3 hour session. The language of instruction for all of these sessions is English, but students can help translate into Spanish when needed.

The dates are as follows, with all sessions from 9:00 – 12:00, at the school.

1/4/2014

1/11/2014

1/18/2014

1/25/2014

These sessions will focus on reading comprehension and test taking strategies (such as using the bilingual glossaries provided by the State) as well as content review in Algebra, US History, Global History, ELA, and Earth Science. In addition to preparing students for the content of these Regents exams, they will also prepare students for the reading and writing sections of the NYSESLAT, where our students traditionally score lower than listening and speaking.

Part C: Professional Development

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

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

Begin description here:

Mott Hall provides teacher run professional development sessions. Jamie Maple, an ESL teacher who is highly qualified with 8 years of classroom experience and Shanya Hunter, a special education with 9 years of experience will run PD. They will go over best practices for English Language Learners with disabilities. Teachers will produce artifacts to use with ELL students. All staff members running the Saturday school program for ELLs will participate in this session, as well as any other staff who wishes to improve their instruction of ELL students.

Dates of the sessions are as follows:

December 6th : Lesson Preparation, Building Background

December 13th : Comprehensible Input, Strategies, Interaction

December 20th: Practice Application, Lesson Delivery, Review/Assessment

The facilitators will receive 3 hours of per session per workshop (2 to plan and 1 to facilitate)

Part D: Parental Engagement Activities

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

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

Begin description here:

In addition to parental communication surrounding our ESL program, Mott Hall works to involve parents in all aspects of school life. Mott Hall sends home all communication, including phone calls, letters and flyers, in two languages, English and Spanish, and offers translation at all parent meetings. When

Part D: Parental Engagement Activities

necessary, Mott Hall makes use of the translation unit at the DOE. Our parent coordinator speaks English and Spanish and works closely with all parents, including ELL parents, to involve them in the school. We annually host a family dinner, fundraising events and grade specific meetings for parents. Mott Hall also runs regular focus groups to evaluate the needs of and get feedback from parents as we work toward continual school improvement. Translation is provided for these focus groups. Parents are regularly invited to all school assemblies and school events.

In addition to our regular outreach to ELL parents, this year, we are offering several sessions which communicate opportunities for students at Mott Hall and offer support for parents as they face the challenges of raising teenagers. The sessions offered to parents are: 1) Safety on the Internet (given by Bronx Assistant District Attorney), 2) Graduation Requirements and Transcript Review (given by guidance counselor and administrators) 3) Financial Aid and the College Application Process (given by our Director of College Counseling). The Financial Aid and College Application Process session happened on September 27, from 6-8pm, and there was an ESL teacher present to reach out to ELL parents specifically. We are still working on scheduling the other two sessions, but they will be in the evenings and last 2 hours each. We will pay an ESL teacher per session to stay for each event and reach out to ELL parents that attend.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		