Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **05M304**

School Name: **MOTT HALL HIGH SCHOOL**

Principal: **GRACE VILLALONA**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: MOTT HALL School Number (DBN): 05M304

School Type: HIGH SCHOOL Grades Served: 9 - 12

School Address: 6 EDGECOMBE AVENUE

Phone Number: (212) 694-6020 Fax: (212) 690-5047

School Contact Person: GRACE VILLALONA Email Address: GVILLAL@SCHOOLS.NYC.GOV

Principal: GRACE VILLALONA

UFT Chapter Leader: GLEN PERLROTH

Parents' Association President: MARIA CORTEZ

SLT Chairperson: LOUISA GROGUHE

Student Representative(s): GENESIS POLANCO

District Information

District: 05 Superintendent: FRED WALSH

Superintendent's Office Address: 333 SEVENTH AVENUE, 7TH FLOOR, NEW YORK, NY 10001

Superintendent's Email Address: FWalsh@schools.nyc.gov

Phone Number: (212) 356-3739 Fax: (212) 356-7514

Cluster and Network Information

Cluster Number: ONE Cluster Leader:

Network Number: CFN 107 Network Leader: NANCY SCALA

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
GRACE VILLALONA	*Principal or Designee	
GLEN PERLROTH	*UFT Chapter Leader or Designee	
MARIA CORTEZ	*PA/PTA President or Designated Co-President	
JEFFREY QUARLES	DC 37 Representative, if applicable	
GENESIS POLANCO	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
LOUISA GROGUHE	Member/Teacher	
HARRY DUNLAP	Member/Teacher	
SHELLEY GENAO	Member/Teacher	
ANA CRUZ	Member/ PA SECRETARY	
DONALYN BARTHELMY	Member/ PA TREASURER	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

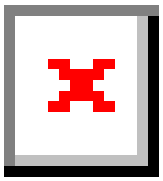
**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
• **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mott Hall is a High School with 429 students from grades 9 through 12. The school population comprises 36% Black, 63% Hispanic, and 1% White and Asian students. The student body includes 9% English Language Learners and 24% Students with Special Needs. Boys account for 58% of the students enrolled and girls account for 42%. The average attendance rate for the previous school year was 88%.

At Mott Hall High School, we believe that our students learn best when their individual social, emotional, and academic needs are known and addressed to prepare them to become lifelong learners and independent thinkers.

Based on previous year school survey, 97% of parents are satisfied with the education that their child has received at Mott Hall and are extremely happy with our communication system; and 81% of our students feel safe in our school. There has been noticeable increase in our student progress in the 9th and 10th grade. Our 9th grade students, 82% earned enough credits to be on track for high school graduation and our 10th grade students, 84% earned enough credits to be on track for high school graduation. Our four years graduation rate is similar to the city average and our six years exceed the city average by 11% and the borough average by 10%. Focusing on closing the achievement gap, we are doing a good job making sure that we help our English language learners, Students with Special Needs, and our Lowest Performing students to graduate in four years; and we are doing an excellent job moving our special needs students to less restrictive environments. At the beginning of each school year, our social worker conducts individual social and emotional assessment of each student to address those areas to help their development and personal growth and our guidance counselors address their academic progress, learning, and success, which leads to college and career readiness.

The school has an established culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve expectations. Systems, procedures, and instructional strategies are some of the areas inclusive of the professional learning opportunities offered to the staff in order to make significant progress towards its school goals, increase credit accumulations in all grade levels, increase overall Regents pass rate, increase four years graduation rate, use data more effectively to monitor student progress, use data analysis to drive and monitor the impact of instructional decisions and differentiation, support family understanding of high expectations, and communicate to students the importance of their development and academic success. All teaching staff displays exemplary student work with task, grade earned, and next steps along with a rubric.

Following the content related curriculum, teachers design six units of instructions along with lesson plans that support students' needs. Differentiation in the classroom includes the use of SmartBoards (one in each classroom including the library), laptops, student grouping, and additional teacher selected resources to support lessons. Teachers are making progress in differentiating instruction to meet individual student's needs; not all teaching staff has developed skills in this area. In co-teaching classes, teachers take turn leading instruction and addressing small groups or individual students to provide assistance, guidance, and keep them focused. The school focus is on formative and summative assessment since it is an integral part of information gathering. Teachers are encouraged to conduct formative assessment on a daily basis on all their classes to assess students understanding of lesson and to make instructional adjustment and intervention during the learning process. Summative assessment takes place on a monthly basis to assess overall understanding of content and to determine what students know and do not know about the content and it is an accountability measure used as part of the grading process. Item analysis is generated and discussed individually, departmental, and grade level.

The school has daily professional learning communities, which includes department and grade level meetings, inquiry

team focused on cohort and credit accumulation, and school-wide teacher/administration selected topics based on observations and suggestions. Department heads and teachers present most of the professional learning topics selected and the department heads meet regularly with administration and Network members to address the school areas of concerns. The students receive high level of support in their academic advancement. The College For Every Student (CFES) Program provides exploratory experiences for students. The students receive assistance on college essay writing, college trips, Urban scholar tutoring, mentoring, financial aid workshops and guest speakers for students and parents as well. An average of 15 students receive advance placement courses and an average of 15 additional students receive college credit courses.

Individual and groups of students with particular needs are identified to provide support and promote positive effects on their achievement. Assessment by the English as a Second Language and Special Need students' teachers identifies the need for additional support to meet their needs. All the teaching staff use their school laptop to access web-based data and online resources. Credit recovery, after school and Saturday academy provide additional time for academic intervention and to meet the needs of identified underperforming students. Additionally, the school provides students with cheerleading, drama, band, community service, student government, helping hands, basketball, and baseball teams.

The school leaders have effectively used the Danielson Framework for Teaching to support the development of all teachers, leading to improvement in the quality and coherence of instruction. The administration has completed more than one-third of the required observations and has conducted several log of assistance and individualized professional learning opportunities. Administration provided teachers with one-on-one sitting to develop teacher's pedagogical practice based on identified needs. Additionally, administration conducts daily snap shots to ensure to provide teachers' and students' support. The school dedication to student progress and teacher effectiveness has led to an increase across several Danielson components, which is evident in student work and classroom practice.

The school has to continue improving the rigor and student engagement in the classroom, engage students in monitoring their own academic success, teacher's delivery of instruction, and meet the needs of all learners in all classes. Teachers need to continue utilizing the structured professional learning time to identify trends, collaborate on trying specific strategies within their classroom to address student skill deficiencies, assess their efficacy, and leverage best practice to improve pedagogy.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
By June 2015, teacher effectiveness will be enhanced through observations, timely feedback, and school-wide and individual professional learning opportunities using Danielson's Framework for Teaching so that expectations for pedagogical improvements and next steps are clear and promotes teaching development. We will focus on enhancing teacher effectiveness specifically in Domains 2 and 3.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
Ensure that teachers challenge students to question and solve problems, understand, articulate and analyze complex texts, and engage them in higher order thinking to improve their learning. • Improved students' performance measured through formative and summative assessments. • Implementation of medial and final summary to assess understanding of lessons. • State Regents Examinations results, January and June. • Consistent student behavior that is appropriate and respectful, and support the learning of their classmates. • Student engagement in high-level discussions and active involvement in their learning and the learning of others.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Streamline observations to focus on classroom practice.	Teaching staff	September 2014 to June 2015	Administration and teachers
Ensure that teachers organize their classrooms where students feel safe, supported, and challenged so that all students can learn.	Teachers and students	September 2014 to June 2015	Administration and teachers
Revise curricula and classroom assessments and incorporate instructional materials that support learning.	Teaching staff	September 2014 to June 2015	Administration and teachers

Provide professional development on questioning techniques and formative and summative assessments to challenge student thinking, assess understanding of lesson, and adjust teaching to support student learning.	Teachers and students	September 2014 to June 2015	Administration and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Student's portfolios. • Department assessments, Regents, Midterm and final examination results. • Questioning and discussion techniques articles, Professional Development, videos.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
Evaluate and discuss item analysis for each marking period and share outcome to enhance pedagogical and student performance through lesson adjustment.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Raise the level of Academic Rigor in the classroom in order to prepare students for college and career readiness, which will be measured through credit accumulation and the four year graduation rate.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
• Improve students' performance through formative and summative assessments, implement medial and final summary to assess understanding of lessons, and engage students in high-level discussions and active involvement in their learning and the learning of others. • Engage all students in at least six Common Core Learning Standards tasks in each subject area that are aligned with the City-Wide Instructional Expectations and the six elements of the capacity framework. • Assess students' acquisition of higher order thinking skills as well as teachers' progression in the development of rigorous instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Ensure implementation of Common Core Learning Standards, The Six Elements of the Capacity Framework, and the City-Wide Instructional Expectations across all subject areas.	Teachers and students	September 2014 to June 2015	Administration and teachers
Teachers will create units of instructions that reflect the Instructional shifts, incorporate the six elements of the capacity framework, and provide evidence of the development of higher level thinking skills.	Teaching staff	September 2014 to June 2015	Administration and teachers
Teachers will use departmental and grade level meeting time to discuss student work related to CCLS, CIE, and MoSL using the rubrics as well as the Hess' Cognitive Rigor Matrix.	Teaching staff	September 2014 to June 2015	Administration and teachers
Ensure that teachers incorporate academic vocabulary in order to build students' ability to comprehend complex texts.	Teachers and students	September 2014 to June 2015	Administration and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Common Core Learning Standards. • Lesson plans that includes complex text vocabulary words. • Students work contained in the portfolios. • Teacher's feedback based on analysis of students' work, the rubrics, and assessments.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
Formative assessment monitoring document evaluation and departmental, midterm, final, and mock Regents assessments results.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Strengthen teacher's instructional practice across classrooms to ensure consistency in lessons to engage all students in tasks that require higher order thinking, which will be measured through informal and formal observations and scholarship reports.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
• All our teachers will participate in differentiated professional development opportunities to support the work of deepening rigorous instruction, improving questioning techniques, designing coherent instruction, and using multiple measures to inform instructional decisions. • Conduct informal and formal observations in order to provide timely feedback and to assess each teacher's professional development needs to determine trends and patterns. • Provide professional development based on differentiated needs of staff, focusing on the improvement of pedagogy and the engagement of students in the learning process.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Provide a series of differentiated professional development coordinated and conducted by teachers, administration and CFN team member that focuses on Danielson dimensions.	Teaching staff	September 2014 to June 2015	Administration and teachers
• Provide opportunities for the teachers to make connections between the Common Core Learning Standards, the City-Wide Instructional Expectations, the measurement of student learning, the six elements of the capacity framework, and Danielson dimensions.	Teaching staff	September 2014 to June 2015	Administration and teachers
• Monitor classroom instruction via informal and formal observations to ensure students are receiving academically rigorous instruction around the Common Core Learning Standards and the City-Wide Instructional Expectations.	Teaching staff	September 2014 to June 2015	Administration and teachers

• Monitor instruction focusing on student learning to ensure all teachers are progressing towards highly effective practice.	Teaching staff	September 2014 to June 2015	Administration and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Informal and formal observations. • Lesson plans preparation that incorporates learning activities that are differentiated and focuses on student understanding and demonstration of higher order thinking.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
Teacher department and grade level meetings minutes, unit and lesson preparation, informal and formal observations, and summative assessment item analysis.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Improve parental involvement

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
• Increase parents' attendance to meetings, workshops, programs, and other events by 3%. • Enhance communication between school and parents so that they have an active role in supporting our efforts to increase students' social, emotional, academic, and behavioral performance to ensure that their children meet graduation requirements and be college and career ready. • Increase staff members communication with parents through telephone calls, written documents, JupiterGrades, and school messenger to inform them of their children's social, emotional, academic and behavioral progress and provide information that will help them understand their children's academic requirements and what they can do to support their children's learning needs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Supervision of the frequency of information provided to parents through telephone calls, school messenger, e-mails, backpack letters and regular mail.	Parents, guidance, social worker, and parent coordinator	September 2014 to June 2015	Administration, teachers, and parent coordinator
• Conduct parental workshops that are aligned with students' academic and behavioral performance and school goals and expectations	Parents, guidance, social worker,	September 2014 to June 2015	Administration, teachers, and parent coordinator

	and parent coordinator		
• Include parents in school events, in conversations around goals, expectations, Common Core Learning Standards, City-Wide Instructional Expectations, the six elements of the capacity framework, and College and Career Readiness expectations which will allow students opportunities to excel based on their behavior and academic performance.	Parents, guidance, social worker, and parent coordinator	September 2014 to June 2015	Administration, teachers, and parent coordinator
Have all teaching staff call five parent s per month to inform them of child's academic and behavior improvement.	Parents, guidance, social worker, and parent coordinator	September 2014 to June 2015	Administration, teachers, and parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Agendas, meetings, workshops and other school events attendance. • Students' academic and behavioral progress reflected in transcripts. • Weekly JupiterGrades utilization reports. • New York City school survey results.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
Phone master messenger logs, guidance counselors and social worker ilogs, teachers' telephone logs.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	Lowest third, cohort, ELLs, IEP students	• School wide reorganization of instructional and classroom practices. • Professional Development for ELA teachers that address the needs of students at risk. • Emphasis on data to support instruction. • Integration of technology to support instruction and learning of ELA skills. • Established liaison with Urban Scholars to provide after school tutoring service for at risk ELA students. • Differentiated instruction to support the multiple learners during the school day.	• CFN members will work with teachers in small group for strategies and techniques development. • Summer School Programs in Writing and ELA Standards based and CCLS tasks • CFN members will work with teachers on CCLS in Literacy. • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students.	• After school tutoring and Saturday Academy for Writing and Literacy skills enhancemen t. • Pull out during the school day, two times per week, to provide additional support.
Mathematics	Lowest third, cohort, ELLs, IEP students	• School wide reorganization of instructional and classroom practices. • Professional Development for	• CFN members will work with teachers in small group for strategies and techniques development. • CFN members will work with teachers	• After school tutoring and Saturday Academy for Mathematica l skills enhancemen t.

		Math teachers that address the needs of students at risk. • Integration of technology to support learning of Math skills. • Summer School Programs in Integrated Algebra standards based tasks. • Differentiated instruction to support the multiple learners, during the school day. Established liaison with Urban Scholars to provide after school tutoring service for at risk Math students	on CCLS in Mathematics. • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified Students.	Pull out during the school day, two times per week, to provide additional support.
Science	Lowest third, cohort, ELLs, IEP students	• Professional Development for Science teachers that address the needs of students at risk. • Increased Inquiry Based instructional activities in science classes. Integration of technology to support learning of Science skills	• CFN members will work with teachers in small group for strategies and techniques development and the implementation of the CCLS. • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students.	• After school tutoring and Saturday Academy for Science skills enhancement and required LAB instruction and guidance. • Pull out during the school day, two times per week, to provide additional support.
Social Studies	Lowest third, cohort, ELLs, IEP students	• School wide reorganization of instructional and classroom practices. • Professional Development for Social Studies teachers that address the needs	• CFN members will work with teachers on CCLS in Literacy to enhance students writing skills. • Reorganization of Social Studies sequence to meet needs of students	• Pull out during the school day, two times per week, to provide additional support. • After school tutoring and

		of students at risk. • Integration of technology to support learning of Social Studies skills. • Summer School Programs in US and Global History. • Differentiated instruction to support the multiple learners, during the school day. • Established liaison with Urban Scholars to provide after school tutoring service for at risk Social Studies students.	at risk. • Increased utilization of cartoons, and primary Source documents to support visualization of content. • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students.	Saturday Academy for US History and Global Studies skills enhancement.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Lowest third, cohort, ELLs, IEP students	• Work closely with NY Presbyterian Hospital making referrals as needed. • Behavior Modification plans implemented as needed. • Increased Parental outreach by counselors and social worker for AIS students.	• Mandated special need students meet with counselor and Social Worker as per IEP mandates. • Guidance counselors meet with principal once per week to review services to identified AIS students. • Two day itinerant psychologist meets with mandated IEP students as per their IEP counseling schedule. • At risk and highly emotional students meet with psychologist as per referral from administration.	• All at risk students in 9th, 10th and 11th grade meet with counselor once per week during the day and/or after school. • Most at risk and highly emotional students assigned to social worker for individual and group counseling once a week. • Highly emotional students meet once or twice a week during school day with social

				worker. • At risks and emotional students meet with lead social worker once a week or by referral after school. • DOH health provider provides health-related services once a week on Fridays. • School health aide provider provides health related service to at risk students during the day.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	**Schoolwide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Share with parents that teacher receive weekly, school-wide professional development as well as individualized differentiated professional development on academic rigor, student engagement, questioning and discussion techniques, assessment in instruction, classroom environment, lesson plan preparation and execution, classroom behavior management, group activities, classroom time management, and how to effectively look at student work. Share with them that teachers are also encouraged to attend professional development outside of the regular school setting and to attend courses that will help them enhance their pedagogical performance. Additionally, teachers that attend outside professional development turn key information to the rest of the school personnel to ensure professional growth as a community.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
• Weekly Professional Development – School-wide, departmental, grade level, and inquiry. • On-going Learning Opportunities Modules & Video Clips.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
• Weekly teachers' grade & departmental meetings. • Weekly Inquiry Team meetings. • Mock Regents Exams during each semester to assess students Regents Readiness. • Monthly school-wide, departmental assessments.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$265,165	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	$11,200	x	
Tax Levy (FSF)	Local	$23,000,982	x	

[1]**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Mott Hall,** 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 the school and the families. The 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 the school community. **Mott Hall** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

Mott Hall, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 05	Borough Manhattan	School Number 304
School Name Mott Hall 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 Grace Villalona	Assistant Principal Glenn Raysor
Coach	Coach type here
ESL Teacher Louisa Groguhe	Guidance Counselor J Santana/ J Almonte
Teacher/Subject Area Cythia Viscarra	Parent Jeffrey Quarles
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Linda Smith	Other type here
Network Leader(Only if working with the LAP team) Nancy Scala	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.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not 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)	433	Total number of ELLs	40	ELLs as share of total student population (%)	9.24%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										17	17	3	3	40
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	17	17	3	3	40

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15	3	5	7	3	5	18	0	2	40

	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
Total	15	3	5	7	3	5	18	0	2	40
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	13	4	3	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	3			5
TOTAL	0	0	0	0	0	0	0	0	0	16	17	4	3	40

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	2			4
Intermediate(I)										6	9	1	1	17
Advanced (A)										8	6	2	3	19
Total	0	0	0	0	0	0	0	0	0	16	17	3	4	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										6	2		

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   Mott Hall High School utilizes a variety of assessments, including Pearson Periodic Assessment, teacher assessment, regents, NYSESLAT, Baron's Rgents Prep online, and baseline assessments that guide instruction. These assessments have shown that the students lack academic English vocabulary that enhibits them from passing exams. While they often understand the concepts taught, the lack of

vocabulary causes students to perform poorly in content area exams. This can be seen in the low regents passing grades in the school. In order to address this issue, the school has implemented a variety of interventions that will help students succeed which includes: Saturday Academy, after school tutoring, in school pull out, and weekly checkin's with guidance counselor, and ELL coordinator for updates on progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In analyzing the assessment tools the results imply that our ELL's English language proficiency is limited primarily in reading and writing skills as opposed to listening and speaking. Since the majority, about 63% of the ELLs at our school have received ESL services for more than 4 years, they have been able to acquire the verbal skills needed for English fluency however they are lacking the comprehension and reading skills needed for proficiency.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

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

4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?

During profesional development and other meetings, ongoing dialogs happen between the content area teachers and the ESL teacher. Strategies to employ at diferrent levels of language acquisition are discussed to help content area teachers understand the different stages involved in language proficiency and to facilitate acquiring the second language by ELLs.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

Not applicable

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

   At enrollemt, ESL Coordinator or/and the guidance counselor meets with parents and an informal oral interview performed in the parent native language to make the initial determination of the child's home language . This process is formalized through a Home Language Identification Survey (HLIS) that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identificationprocess. Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment as per CR-154 if student is identified as a new admit to the New York State public schools. The LAB-R is administered within 10 days of adminssion to establishes the student's English proficiency level. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

   An Entitlement letter in the student's home language is sent home in the beginning of the year. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences throughout the school year if they are unable to attend the formal orientations. These Parents sessions both formal and informal are conducted by the ESL Coordinator.

   Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed. In order to make sure that the forms are returned parents are given phone call and letters as reminders.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

Groups of students are tested during set scheduled time to complete the listening, reading and writing subtests. Students, who are absent during the time a particular subtest is being given, are flagged and given the missing subtest at a later date.
The writing subtest is scored by a committee of trained teachers, where the student's ELA and ESL teacher are excluded from marking the test. Two teachers score the Writing subtest using the rubric and record their score on the student's documents. Upon completion of this task, answer documents are packed and delivered to the appropriate office.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

    Using the RNMR and the RLAT from ATS to determine each individual student area of strength and area in need of improvement, the ESL teacher reviews the NYSESLAT results of the students tested the previous year. The teacher analyzes the students' data and their proficiency levels using in the four modalities, speaking, listening reading and writing. The NYSESLAT Combined Modality report is reviewed thoroughly as to set out effective instructional goals for the upcoming year. Students are prepared throughout the school year to address all four modalities, using the information gathered at the start of the year, emphasis is placed on area determined to be the most critical.

6. How do you differentiate instruction for ELL subgroups?
    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).

SIFE Students: SIFE students are given extra support at our school, particularly through push-in/pull-out classroom support services. The focus of SIFE student services is to build literacy skills so that these students will be able to function at the level demanded of them in high school. In addition, SIFE students will be encouraged to enroll in after-school courses to receive additional instruction and support.

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

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

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

Students Achieving Proficiency: Students who have achieved proficiency on the NYSESLAT and are no longer entitled to ESL services will still be monitored by the ELL coordinator to see if additional support is still needed to ensure academic success. These students will be encouraged to participate in academic reading and writing enrichment courses and activities. They will also still be given the testing accommodations granted to ELLs for two additional years.

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

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

Paste response to question here:

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

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

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

Academic Intervention and Support Services

Mott Hall High School's Student Intervention Team holds meetings daily to discuss students who have been referred by teachers as exhibiting need for academic interventions or other support services, such as ESL. The committee is composed of the guidance counselors, the social worker, the special education coordinator, and the ELL coordinator. In addition, students are provided with

after school tutoring and enrichment and Saturday academy in order to prepare the students for regents exams. Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries, to assist them during Regents exams.

Courses Taught in Languages Other than English
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

    After School Clubs and Services

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

    Mott Hall High School After School Clubs and Program:

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

    Streets to Scholars Saturday Program – This program targets students who are experiencing academic and/or social difficulty in school.
    The program is comprised of basketball tournaments, peer mentoring, career counseling and guest speakers.

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

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

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

    The instructional materials used at Mott Hall High School all meet New York State curriculum requirements and standards. The scaffolding and ESL instructional methods used to teach these materials by both the classroom and ESL instructor support the learning of ELLs. In addition, materials are procured in native language versions when available. These are to be used by ELLs in addition to the English versions. ELLs are also provided with bilingual dictionaries, as well as native language glossaries and texts

where available. Classroom teachers employ a variety of technology including smartboards and labtop computers. In addition, this year pending title III funding, ELL students at Mott Hall High School will have their own labtop cart for use along with electronic translators.

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

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

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

    In order to make ELL students feel comfortable within the school a tour of our building is given so that they can feel safe in their surroundings. In addition, all new incoming students participate in the Summer Bridge program which is designed to acclimate freshmans to high school and are provided with a personalized appointment with their guidance councelor whenever needed. As it remains the mission and vision of Mott Hall High School to give each student the individual attention he/she needs in order to thrive in a caring and firm family-like atmosphere, support services for ELL students extend beyond the classroom.

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

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

18. What language electives are offered to ELLs?

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

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

    Not applicable

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	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: M304 **School Name: Mott Hall High School**

Cluster: 01 **Network: 107**

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Mott Hall High School	DBN: 05M304
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 48 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Mott Hall High School is in the heart of Harlem. It has been in existence for 10 years. Its English Language Learners is 11.16% of the school population. The data illustrates that our ELL population is in need of rigorous, supplementary support and preparation for the New York State Standardized Regents Examination. Furthermore, there exist very strong deficiencies in our ELL population for Social Studies Regents as well as the Science Regents. For these reasons, our supplemental program will concentrate on preparing our ELL population to successfully complete these requirements. The Mott Hall program serves 48 ELLs grades 9 through 12, of which 86 % are of Hispanic lineage and the remaining represent various West indian, Middle-Eastern and African Countries. Generally, to promote expeditious growth in language acquisition, the language of instruction used is English. Students are additionally supported through the tailoring of their school program to facilitate the transition of L1 to L2; they are scheduled for a NLA class. Futhermore, teachers are continuously kept abreast with ESL methodologies to broaden their repertoire of practice. Our English as a Second Language Program is effective by maintaining consistency in content area learning with a focus in literacy and language development. The mandated language instruction of English as a Second Language complies with Part 154 of the Commissioner's Regulations. Academic Rigor is sustained as students participate in an instructional program that is aligned with the mandated ESL/ELA and content learning standards and the core curriculum. Students are grouped homogenously for targeted areas of instruction according to the LAB-R and NYSESLAT results. Students participate in small group instruction in an effort to provide opportunities for explicit skills instruction for certain tasks and to differentiate the instruction. Students participate regularly in instructional tasks that guide the production of language both in verbal and written form. Students demonstrate their learning through measurable product development, demonstrations and exhibits. Students also use technology to enhance the core curriculum and be provided with opportunities for individual practice. We offer 4 ESL classes- 2 serve the beginning ESL level, 1 the Intermediate and 1 the Advance. We also offer 5 NLA Spanish classes of various levels. The emphasis of our Title III program is placed in providing ELL students with extra-help in Science and Social Studies to increase Regents passing rate . We offer: small group tutoring that is focused to address skills and strategies which lead students to higher passing rates on the Regents exams in the

Part B: Direct Instruction Supplemental Program Information

content areas. We additionally utilize the most advanced and innovative ESL strategies and techniques. Some of those are literacy circles, rubric creation, portfolio assessment, differentiated instruction, scaffolding, use of graphic organizers for various stages of learning and language development. Students are constantly encouraged to perform at their highest levels in a comforting and yet challenging learning environment. Because our ELLs are at very different stages in their language acquisition and because of the design of our program, the student-teacher ratio rarely surpasses 20 in any one of our two classes offered on that day during our supplemental program.

Title III, After School Program, starts on October 1st 2014 and will continue through out the school year ending June 11, 2015. Tutoring session is available for one hour minimum weekly, in Math, Science, Global History and US History based on students' needs, which is determined by content area teacher and supported by ESL teacher. THe ESL teacher will co-plan and co-teach with the content area teachers on Mondays, Tuesdays and Thursdays to differentiate instructional planning and delivery.

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

ELA Tutoring --Monday thru. Thurs	(1 Certified ESL teacher)
Math Tutoring -- Monday	(1 teacher + ESL)
Science Tutoring-- Tuesday	(1 teacher + ESL)
Social Studies Tutoring -- Thursday	(1 teacher + ESL)

Part C: Professional Development

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

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

Begin description here: Staff development is an ongoing process in our school. Designed as workshops, these meetings are intended to build an understanding of the cultural, linguistic and instructional needs impacting the English Language Learners as well as helping to bridge the gap impacting the English Language Learners with Disabilities. At Mott Hall High School, staff development takes place through daily seminars, intervisitations, institutes, collegial support groups, hands-on activities, multimedia, case study reviews, and small group discussion. We also take advantage of outside professional development and literacy workshops as they become available through the District and/or Network.

Because all teachers at Mott Hall are considered teachers of ELLs, they all receive professional development in the Title III Direct Instruction program. The ESL Coordinator provides profesional development during common planning time to the staff on "BestPractices for ELL students." The profesional development are targeted to meet the needs of our teachers, they are well planned and on

Part C: Professional Development

going as we obtain feedbacks from teachers to assess their needs in meeting the demands on the ELLs.

In addition, content area teachers are supported through one-on-one meetings with the ELL Coordinator, through the discussions of Data using the AMAO Tool, as well as through formal and informal weekly meeting of an Inquiry Team that focuses on the ELLs considered at risk . Derivative of our Professional Development, action plans are created utilizing instructional strategies for ELLs.

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

1. Professional Development Module /Planning and Preparation- Mr. G. Raysor, Assistant Principal (September 3, 2014)
2. Danielson Framework for Teaching --Ms. Villalona, Principal (September 9, 2014)
3. Knowing and Accommodating SWDs and ELLs – L Smith, Special Education Coordinator, K Amick, Special Education teacher and L Groguhe, ESL Coordinator (September 16, 2014)
4. Application of Common Core Learning Standards in the Classroom and etc. -- J. Scarlett, English teacher (September 23, 2014)
5. Regents Assessment Handbook/ Test Accommodations and Modifications for SWDs and ELLs— M. Alexander Testing Coordinator and L Groguhe (October 6, 2014)
6. Sheltered ESL/Language Allocation the Content Area Classroom - L Groguhe ESL Coordinator (October 14, 2014)
7. Teaching strategies to Address the Needs of English Language Learners- L Groguhe ESL Coordinator (November 6, 2015)
8. Addressing Multicultural Needs in the classroom - L Groguhe ESL Coordinator (January 13, 2015)
9. NYSELAT Preparation L Groguhe ESL Coordinator (February 10, 2015)

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parents of English Language Learners are provided with numerous opportunities to participate in the school life and at the same time improve their own academic skills. We offer a number of trainings to parents such as: Citizenship Preparation, Basic Computer Skills, Scholarships for College and numerous workshops that provide parents with in-depth information on the NYSESLAT, diploma requirements and state standards. Our relationships with parents have been further enriched by the constant outreach of the Parent Coordinator who relates parents' issues and questions to our staff and vice versa. Finally, our ELL's parents are offered continuous support and are kept abreast of their children's progress through our Guidance Counselor, School Social Worker, Attendance Coordinator, Parent Coordinator and other multilingual staff. The school employs faculty members as translators (who are both fluent in two languages or more and who have experience translating documents from English to Spanish and English to French). These in house staff members are also used for verbal translations during parent meetings or for broadcating verbal messages to parents via School Messenger. For assistance with languages other than Spanish and French, the school utilizes the Department of Education's Translation and Interpretation Unit for assistance in translating other spoken home languages. Our multilingual staff is available during the following workshops offered to parents on week days and Saturdays. In addition to the mandated Parent Orientation required by CR part 154, two Parental Informational Sessions, three hours each, consisting in explaining diploma requirements, number of credits accumulation, how to assist students with homework, how to keep track of student progress through Jupiter Grades, resources available to parents and students in school and the community are held during the year. Parents are reached through announcements and communications in their native language. Breakfast and transportation (metro cards) is provided to parents who attend the orientations. These workshops are held by the ESL Coordinator, The Guidance Counselor and the Special Education Coordinator. ESL and Basic Computer Skills classes are offered to our ELL parents on Thrusdays from 6:00 pm to 7:00 pm to help them enhance their English language skills through ESL methodologies and to familiarize them with technology. These classes are held for eight sessions in the Fall and ten sessions in the Spring. (Fall Sessions: Nov. 13, 20. Dec 4, 11, 18. Jan. Jan. 8, 15, 22.) (Spring Sessions: Feb. 5, 12,. Mar. 5, 12, 19. Apr 2, 9,16. May 14, 21) ELL parents are notified of different conferences/actives that are taking place in the school or in the community through various means of communication. During the school year, ELL parents are

Part D: Parental Engagement Activities
contacted by the following methods but not be limited to: individual phone calls, mass communication via telephone, backpacked letters, emails and by postal service. These correspondences are translated into Spanish, inviting parents to workshops, assemblies, conferences and trips. Ongoing teachers and counselor communication related to ELL student achievement is also key in fully engaging ELL parents in their child's education. Data is utilized to analyze and assess ELL students' progress in order to provide parents with accurate information of their child's academic progess toward meeting graduation requirements.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____