

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** MOTT HALL V  
**DBN (i.e. 01M001):** 12x242  
**Principal:** MR. OROSZLANY  
**Principal Email:** [POROSZL@SCHOOLS.NYC.GOV](mailto:POROSZL@SCHOOLS.NYC.GOV)  
**Superintendent:** MS. RAFAELA ESPINAL-PACHECO  
**Network Leader:** MR. LAWRENCE PENDERGAST

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Peter Oroszlany	*Principal or Designee	
Ilona Nanay	*UFT Chapter Leader or Designee	
Luz Gonzalez	*PA/PTA President or Designated Co-President	
Anna Mercado	DC 37 Representative, if applicable	
Kathy Paz	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Stacey Vargas	Member/ Teacher	
Roslyn Polcano	Member/ Teacher	
Noemaris Figueroa	Member/ Teacher	
Luz Gonzalez	Member/ Parent	
Beverly Lizardi	Member/ Parent	
Carol Merino	Member/ Parent	
Myra Cortez	Member/ Parent	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

Further align the MHV culture inclusive of staff, parents and students from grades 6-12 in order to support and sustain the mission, vision and instructional expectations culminating in an increased percentage of HS graduates from 70 to 75 % for the 2014-2015 school year.

### **Comprehensive Needs Assessment**

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

MHV has learned that it is equally important to address our students' socio-emotional needs in order to support academic achievement. As such, we have worked extremely hard to develop a strong, positive culture to promote student learning. Critical to this work has been a focus on respect, which has been identified in all of our school's student and parent surveys. In our 2013-14 NYC School Survey, 70% of students indicated that "Most students at my school treat each other with respect" and 73% of students indicated that "Most students at my school treat adults with respect." However, we also understand that our youth development programs and supports must include our entire school community. In terms of communication, our School Survey showed our rating of 95% was above the Citywide average. Therefore, we must make certain to continue to effectively communicate all important school issues to all factions of our school community.

### **Instructional Strategies/Activities**

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

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

1. School will strengthen its advisory program, while providing other opportunities for students, staff, and families to develop strong relationships with one other, including the use of an Honor, providing celebrations, and conducting school-wide socials, and spirit activities. In addition, staff will participate in learning walks, modeling opportunities, and staff retreats."
2. Entire School Community will be involved in developing and implementing culture-building programs during the school day, after school, and on some evenings.

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

1. School cabinet, teachers, and parents
2. School cabinet, teachers, students, families

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

1. Improvement in student attendance, marking period grades, performance assessments, homework completion, credit recovery, midterms and finals.
2. Decrease in the number of behavioral incidents and an increase in student attendance in school and after school activities and improved performance on interim assessments

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

1. September 2014 – June 2015

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

1. Guidance Counselor per session to support socio-emotional needs of students and communication and engagement with parents
2. Teacher per session for after school tutoring and student support and parent engagement

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

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

1. Parent conferencing on student academic and socio-emotional progress and success and suggested interventions
2. Afterschool parent trainings on surveyed areas of needs to support their children and understand evaluation systems
3. Special celebrations, learning walks, socials and other programs and activities to engage parents

### **Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

--

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

Utilize data gathered from student work, teacher teams and formal data to guide the instructional focus for students in order to increase the number of middle school students scoring a 2, 3 or 4 in ELA from 48% to 55% for 2014-2015 school year.

### **Comprehensive Needs Assessment**

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

Our Middle School Progress Report scored a B for both Student Progress and Performance. However, our English Median Adjusted Growth Percentile was only 65%, which put us in the center of our Peer schools and Citywide average. While in School Performance, both our percentage of students at level 3 and 4 (16.1%) was significantly less than the Citywide Average of 20.3%. Our Average student proficiency in ELA (2.34) was also below the City School's (2.43).

### **Instructional Strategies/Activities**

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

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

1. Utilize small group instruction in book clubs to target students at their instructional reading level
2. Utilize small group instruction in leveled writing classes to target skills and areas for growth
3. Increase common planning time among ELA grade teams to create standards-aligned, differentiated unit plans, lesson plans, and assessments
4. Use and analyze formative (twice a month) and (monthly) summative assessments to inform instruction
5. Provide rigorous, differentiated daily homework
6. Administer baseline assessments in September/October, Midterm assessment in January, Unit assessments throughout the year, and Final assessment in June.

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

1. Assistant Principals, Lead Teachers, and Teachers
2. Lead Teachers and Teachers
3. Middle School ELA Teachers
4. Lead Teachers and Teachers
5. Lead Teachers and Teachers
6. Lead Teachers and Teachers

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

1. Improved student attendance, marking period grades for ELA, performance assessments for ELA, homework completion, credit recovery, midterms and finals
2. Improved student performance on interim assessments developed to measure target skills
3. Improved student course grades in ELA and on student performance on assessments, more effective curriculum as evidenced through feedback from supervisors and fellow teachers
4. Improvement in performance of students on the formative and summative assessments
5. Increased homework completion rate and success on assignments, improved student course grades in ELA
6. Student growth from baseline to midterm to final and throughout year on unit assessments.

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

1. September 2014 – June 2015
2. Weekly from September 2014 through June 2015
3. Twice a month for formative assessments and once a month for summative assessments from September 2014 through June 2015
4. Daily during the 2014-2015 school year
5. Benchmarks occur at three points in the year, as well as at the end of each unit

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

1. Teacher per session for after school math tutoring and/or credit recovery
2. Guidance counselor per session to support student socio-emotional needs and parent involvement
3. No cost associated with this activity
4. No cost associated with this activity
5. No cost associated with this activity
6. No cost associated with this activity

**Strategies to Increase Parental Involvement**

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

1. Parent conferencing on student academic and socio-emotional progress and success and suggested interventions
2. Afterschool parent trainings on surveyed areas of needs to support their children and understand evaluation systems
3. Parent literacy trainings and events

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

Through consistent observation and feedback cycles, we will increase our school final summary of rating in 3B, 3C, & 3D of Danielson's Framework for Teacher Effectiveness by 20% during the 2014-15 school year.

#### **Comprehensive Needs Assessment**

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

Through consistent observation and feedback cycles, to increase our school final summary of rating in 3B, 3C, & 3D of Danielson's Framework for Teacher Effectiveness by 20% during the 2014-15 school year.

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

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

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

1. Administration provides PD on DFfTE for components 3B, 3C, and 3D
2. Provide structured common planning time for all departments and grades each week
3. Conduct 6 rounds of visits to evaluate competencies of Domains 2 and 3 and provide feedback and next steps to teachers
4. Provide teachers/teacher groups with targeted PD for DFfTE

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

1. Administration, teachers, teacher teams and leaders
2. Middle School and High School Teacher Teams
3. School cabinet
4. School cabinet and Teachers

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

1. The data from each round of observations will be analyzed for teacher strengths, needs, progress, and growth
2. PD surveys (this doesn't align well to the strategy above)
3. Response to feedback and next steps, as evidenced by teachers implementing new strategies during observations
4. Improvement in teacher effectiveness ratings

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

1. September 2014 – June 2015
2. Weekly from September 2014 – June 2015
3. Monthly from September 2014 – June 2015
4. Monthly from September 2014 – June 2015

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

1. Administration, teacher, and guidance counselor per session for after-school PD or common planning
2. No costs associated with this activity
3. Per diem and coverage pay for teachers that area out of the building on professional development opportunities

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

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

1. Training for parents on DFfTE
2. Learning walks that include parents
3. Parent feedback to teachers
4. Afterschool activities for parents

#### **Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.



## Goal and Action Plan #4

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

### **Annual Goal #4**

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

By further developing rigorous classroom instruction aligned to CCLS which is engaging and offers multiple entry points, the overall percentage of students with disabilities that are off track will decrease from 40% to 30% during the 2014-2015 school year.

### **Comprehensive Needs Assessment**

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

In order to build on last year's Citywide Instructional Expectations (CIE) we need to now involve all teachers from all content areas so that we create Math, Science, Social Studies, and English CCLS units that are interdisciplinary and have real-world applications. Only 55.9% of the student in the lowest third earned 10+ credits in their first year. The Peer School average for this was 61.4% and citywide was 65.1%.

### **Instructional Strategies/Activities**

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

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

1. Teachers will attend School and Network professional development for the creation, review, and assessment of CCLS Units, Performance Tasks, and Rubrics.
2. Teachers will collaborate in content team meetings to review curricula, create curricula maps, and discuss best practices and instructional pathways.
3. Teachers will work in teams to review student work in order to determine the effectiveness of instruction and modifying instruction to meet the needs of all students.
4. In classrooms, teachers will utilize an increased number of differentiation strategies as part of their instructional practices, student activities, and tasks

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

1. Administration, teachers, teacher teams and leaders

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

1. Administration, teachers, teacher teams and leaders

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

1. September 2014 – June 2015

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

1. Administration, teacher, and guidance counselor per session for after-school PD or common planning for CCLS units, performance tasks, and rubrics.

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

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

1. CCLS training for parents for to understand transition, process, evaluation, and how to support their child
2. Peer Review process in which they look at student work with teacher teams
3. SLT and parent presentations

### **Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Blended learning activities. Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.	One to one, small group	During and after school
<b>Mathematics</b>	Blended learning activities. Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.	One to one, small group	During and after school
<b>Science</b>	Blended learning activities. Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.	One to one, small group	During and after school
<b>Social Studies</b>	Blended learning activities. Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student	One to one, small group	During and after school

	Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.		
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	On a case by case basis	One to one, small group	During and after school

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers. We promote teachers from within to become content leaders, attend specialized professional development, and mentor our new and struggling teachers. Our professional development focuses heavily on student engagement, rigor, and the increased use of technology to motivate our students. Our PD is a direct result of our observations in teacher classrooms and the data collected from high-stakes assessments and student work.

**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).
New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.
All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and implementation of these funds to meet the intent and purpose programs is done thoughtfully, in full accordance with the School Allocation Memo requirements for each service, to ensure that all students are receiving appropriate services so as to fully participate in the school community.

**SWP Schools Only**

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

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

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During weekly departmental team meetings, teachers decide which assessments will be used, and after administering, meet to review results and make instructional decisions based on those outcomes. Teachers that are in departments in which MOSL baselines were administered will analyze that data to inform curricular development going forward, and provide aligned interim benchmarks to assess growth on targeted indicators. Departmental leads will share data analysis best practices with one another, and teachers will attend network and citywide professional development opportunities on data usage and analysis that are in line with the Danielson Framework for Teacher Effectiveness.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP)**

**MHV PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 12X242**

**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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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<sup>2</sup>. **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.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$534,609.90	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,828,478.00	X	See action plan

**<sup>1</sup>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.

<sup>2</sup>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.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>242</b>
School Name <b>Mott Hall V</b>		

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

Principal <b>Peter Oroszlany</b>	Assistant Principal <b>Timothy Goettelmann</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Meri Cuni</b>	Guidance Counselor <b>Denise Starks</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rosa Lopez</b>
Related Service Provider <b>Mrs. Auriema</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	<b>73</b>	ELLs as share of total student population (%)	<b>%</b>
--	--	----------------------	-----------	---	----------

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							26	18	4	13	5	3	4	73
Push-In														0
<b>Total</b>	0	0	0	0	0	0	26	18	4	13	5	3	4	73

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	32
SIFE	2	ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	45

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13			36	1		23	1	13	72

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>1</b>	<b>0</b>	<b>23</b>	<b>1</b>	<b>13</b>	<b>72</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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							24	18	4	11	3	3	2	65
Chinese														0
Russian														0
Bengali										2			1	3
Urdu													1	1
Arabic														0
Haitian														0
French							2							2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>18</b>	<b>4</b>	<b>13</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>73</b>

## 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	1	0	0	0	0	0	3
Intermediate(I)							9	4	1	5	1	0	0	20
Advanced (A)							15	13	3	8	4	3	4	50
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>18</b>	<b>4</b>	<b>13</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>73</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>							0						

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	20	4			24
7	17	1			18
8	3	1			4
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	21		5						26
7	17		1						18
8	3		1						4
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	4		5		4				13

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	4		4	
Integrated Algebra	8		6	
Geometry	4		4	
Algebra 2/Trigonometry	3		1	
Math _____				
Biology				
Chemistry	3		1	
Earth Science	4		2	
Living Environment	10	2	4	1
Physics				
Global History and Geography	6		3	
US History and Government	6		3	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We used Fountas and Pinnell running records and Writing Rubrics to determine the reading levels and writing abilities of ELL students. The data has guided us in providing instruction targeted to the specific needs of our students. The information helped to inform our school as to the reading and writing trends common among our ELL students. As a result, we have formed book clubs and writing

tutorials to assist our students with focus on reading comprehension, word study for phonics, vocabulary development, spelling through direct instruction, and process writing. In examining the LAP data, we noted interesting trends especially in reading. In starting our book clubs, we noted increased scores in the reading section for most grades but not as significant in the writing section. We also noted that, at the high school level, our ELL population had a lower rate of passing Regent exams; hence the additional support at this level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data has also revealed that many of our beginners/intermediates are in need of listening/speaking development as well as reading/writing while many of our advanced students are in need of specific reading and writing instruction. As a result, we are best able to prepare student through listening, speaking, reading and writing activities in the classroom.
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 NYSESLAT assessments are used as diagnostic tools to provide a guideline for instructional planning and preparation in the four modalities. We are beginning to meet with colleagues to discuss current trends and research that might be utilized in literacy and content area classrooms. The collaboration amongst teachers and administration has afforded us the opportunity to share research and methodology that best supports our ELLs in their academic and language development. This collaboration among staff along with constant dialogue with students has helped to inform us on establishing the most appropriate assessments that can identify ELL needs and growth. The bilingual glossaries are shared with the content area teachers and parents to provide additional support if needed. The success of the ESL program for ELLs is evaluated by the progress made. Please note that the RNMR for the year 2013 is not available as of November 4, 2013.
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?

Across all grades we have identified reading and writing as the areas in need of most improvement. For this reason we have designed our ESL program around a writing curriculum tailored to the needs of English Language Learners. Reading support is offered through book clubs in the middle school and push in ESL at the high school level.
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](#).)  
Grade teams use scholarship data to identify students who are struggling in their current classes and develop action plans for groups of student including ELL's. In departments, teachers analyze state assessment data to revise and improve curriculum as well as the data from periodic assessments. We also have an RTI specialist who creates groupings of students to receive instruction at their level. ELL's reading at a given reading level are grouped in this way.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
All staff members receive PD around UDL and offering multiple entry points to students. Strategies and best practices including those for students developing their second language are shared in department and grade meetings and are noted in observations.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## 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 Mott Hall V, the ELLs are identified upon admission to the school and throughout the school year. After the parents of the newly enrolled students complete a Home Language Survey, which is done in the presence of Ms. Cuni, a certified ESL teacher and a translator who speaks the parent's language, we identify the potential ESL students. Then within ten days of their enrollment, these students are administered the Language Assessment Battery (LAB-R) to determine their level of English proficiency. For Spanish-speaking new entrants who score at or below the cut scores on the LAB-R, we also administer the Spanish LAB in order to determine language dominance for instructional planning in providing bilingual and ESL services. Based on their scores, the school decides whether they are eligible to receive services as English Language Learners.
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.  
After administering the LAB-R, the parents of ELLs are informed of their child's ESL status and invited to attend a parent orientation meeting where they view the Parent Orientation DVD in their native language and complete the Parent Choice Survey. The parents are given the opportunity to ask questions about the three educational programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and services available for their children in New York City schools and our school respectively before making their choice. While general Parent Orientations are held in the fall and spring, individual parent conferences are held throughout the 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 [\[see tool kit\]](#).)  
Entitlement letters are mailed to the parents within the first ten days of initial enrollment. The ESL teacher mails these letters and keeps copies for school records. She also collects and stores the Parent Survey forms and Program Selection forms. If the parents choose a program that is not available in our school, we inform the parents of other schools that offer that particular program. If a program becomes available in our school, we make sure that this information is sent to the parents that had previously opted for that particular program. Our ESL teacher and the parent coordinator are in charge of reaching to all the parents.  
For the past five years, at Comprehensive Model School Project, 96% of the ELL parents have opted for the Freestanding ESL program, which provides all instruction in English through the use of specific instructional methodologies. The program model offered at our school is aligned with the parent requests. Our goal is to have ELL's become English proficient by the end of their third school year.
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.  
For the past five years, at Mott Hall V, 96% of the ELL parents have opted for the Freestanding ESL program, which provides all instruction in English through the use of specific instructional methodologies. The program model offered at our school is aligned with the parent requests. Our goal is to have ELL's become English proficient by the end of their third 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.  
In order to measure our students' progress of English language skills in listening, speaking, reading, and writing and determine proficiency levels (beginning, intermediate, advanced), we administer the NYSESLAT in the spring of each year. NYSESLAT scores help us identify who should continue to receive ESL services and determine our ELL's proficiency levels so that we can maximize ELL services and instruction to meet our students' needs. To determine NYSESLAT eligibility, we use the data from the RLAT report in the ATS system. This report provides raw scores of the latest NYSESLAT. We also use the RNMR report from the ATS which provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and listening/speaking. In February, a NYSESLAT testing schedule is created that allows the two ESL teachers to administer the NYSESLAT to each other's students during the class periods where they normally receive their ESL services. Preps and professional periods are used to score the writing section of the exam. All testing materials are prepared and packaged by Ms. Cuni with support from the schools testing coordinators.
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. 

The current trend of program selection made by parents at Mott Hall V has been English as a Second Language. The school is prepared through continued monitoring of program selections made by parents to adapt to the needs that are identified. A parent who selects a bilingual program not available at our school will be provided a list of schools in the district that offer said programs. If the parent chooses to keep their student at Mott Hall V will be informed of a list that the school maintains of all parents who request TBE programs. When the TBE list identifies 15 students of the same native language in two consecutive grades in the middle school or twenty students in any single grade in high school, we will create a bilingual class to accommodate the identified need.

## 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])?

Mott Hall V is proud of its ability to maintain and develop excellent academic performance for its students. In an effort to support our English Language Learners we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous freestanding ESL program is both a push-in and pull out instructional model. A large percentage of our instructional plan calls for collaborative planning and curriculum-aligned support. We use ESL strategies both in the pull out and push in model.

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)?

All ELLs at the school receive the appropriate units of study in ESL for their level of English proficiency, as per CR Part 154. Beginning ELLs at the High School level receive 3 units of study in ESL (540 mins) while the Intermediate ELLs receive 360 mins, and Advanced ELLs receive 180 mins. Beginning and Intermediate ELLs at the Middle School level receive 3 units of study (360) while the Advanced receive more than one unit of study (180 mins). We have implemented pull out for 2 periods of reading instruction and 3 periods of writing instruction for Middle school. The high school has 4 periods of direct ESL Instruction with 4 periods of

push-in instruction in subject areas heavy in literacy.

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 pull out and push in component of our ESL plan requires at times co-teaching and individual direct instruction. This individualized and small group instruction includes a variety of hands on strategies to include flexible grouping, cooperative learning and scaffolding techniques in reading and writing. The pull out program more finely targets the strengths and needs of our beginning, intermediate, and advanced students. It addresses the four modalities based on basic interpersonal conversational skills as well as a strong emphasis on cognitive academic language proficiency. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through the use of accountable talk, active listening in addition to shared reading and writing structures during our pull out time. These approaches include process writing, balanced literacy, vocabulary development, cooperative learning, grammar language structures, contextualization and use of technology. More specifically stated it includes a wide scale use of vocabulary development builders, close exercises, multiple choice comprehension checks, reading reinforcement activities, discussion starters, role play, listening skills exercises, key grammatical structures, quizzes and tests appropriate to students' grades and level of proficiency. These strategies cross all curriculum areas and provide ongoing assessments based on the English as a Second Language standards in literacy and social studies. Differentiated instruction is pursued through a well balanced literacy model. The Bloom's Taxonomy elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. In addition, all ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are more advanced. With such a diversify learning approaches ELLs are able to discover language through experiments and process writing approaches.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
If a student enters and is identified as a beginning ELL they are given the opportunity to practice state exams in their native language. If they show to do better in these practice exams they are able to take the exam or have a copy of the exam in their native language during the test administration.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are groups according to their strengths and areas in need of growth in terms of the four modalities. While a majority of assessments revolve around reading and writing, on a daily basis students have the opportunity to practice their speaking and listening skills through group or paired discussions. Strategies such as "Think, Write, Pair, Share" offer students the ability to practice multiple modalities and receive feedback from the ESL teacher.
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).

We pay special attention to our SIFE population through differentiated instruction. SIFE students are included in Balanced Literacy Reading Writing Tutorials, and Book Clubs where we scaffold comprehension by paying special attention to vocabulary development. We also push in to provide extra support in the content areas. Special attention is provided to long term ELLs by an intensive reading and writing instruction. Additionally we provide extra support in preparation for the NYSESLAT, in order to support their exit from the program. In order to provide the best possible support to the ELLs that receive Special Education Services, we at Mott Hall V, increase the application of visual support to help them have a better understanding of the writing process. Also to increase their comprehensible input and meaning experiences through scaffolded reading strategies, and increase application of kinesthetic strategies that support vocabulary development, syllabication, phonics and spelling. IEPs of individual student is reviewed to make sure that all instructional recommended strategies are properly implemented during instruction.

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?  
ESL teachers read and students IEP's in order to determine what strategies will most successfully be implemented to meet both their learning needs and their language development. The use of such strategies as graphic organizers, visuals, sentence starters or framers, writing templates, hands on activities, scaffolded questions, etc, have shown to support learner with multiple needs.
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?

The school uses both a push in and pull out model to allow more flexibility for students whose IEP mandates and ESL mandates overlap. Book clubs and writing groups in the middle school and electives in the high school, allow students to be grouped according to their needs.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- For Native language students we provide equal access to all school activities, communications are provided in Native language. We provide English glossaries for English writing instruction and cooperative instruction to increase the student's skills. The writing process that we utilize here at Mott Hall V allows students to brainstorm their ideas prior to writing first drafts, revision and editing final products.. We provide scaffolds as students begin to read on their own which includes predictions, vocabulary, questions and comprehension skills. These assessments identify skills mastered as well as needed reading and writing skills. ESL teachers use teaching time to follow up on the specific reading and writing skills at various times in the daily schedule.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have developed an ESL plan based on student's data from state examinations, teacher initiated reading and writing assessments along with periodic assessments. Our English Language Learners have shown improvements by either testing proficient in the NYSESLAT or moving from intermediate to advanced. For students who have been with us for 3 more years, while 36% scored as advanced in 2012, in 2013 76% of students did. Where we need to improve is moving our advanced students to proficiency and making gains in state assessments. While many students dropped this past year in state exam scores in the middle school, a disproportionate number of ELLs received 1's in both ELA and MATH. In the HS, ELL's regents pass rate is 58% where as the school's overall pass rate is closer to 78%.
11. What new programs or improvements will be considered for the upcoming school year?
- We are currently looking into adding resources which allow students to gain more access to listening and speaking exercises at their own pace by creating multiple "centers" in the pull out classroom which best meet students' needs.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued so far.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ESL instructor conducted throughout the school day. Use of the ESL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Student orientation workshops are provided to assist newly enrolled ELL students before the beginning of the school year.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are offered glossaries and dictionaries in their native language to use in the both ESL classes and in content courses. Teachers also provide texts and readings in native languages for beginner ELL's who have literacy proficiency in their native language. When students have had experience using these resources they have access to them for their end of term assessments.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ESL instructor conducted throughout the school day. Use of the ESL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students.
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.
- Student orientation workshops are provided to assist newly enrolled ELL students before the beginning of the school year.
18. What language electives are offered to ELLs?
- ELL's in the HS have the option of a heritage speaking Spanish course or a Language and Culture elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### 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.

At Mott Hall V we believe that the school is a place of learning not only for the students but for our entire team. Seeing as our ELL population continues to grow each year, particularly in the 6th grade, we've planned for professional development on serving ELL's into both the school day and offered outside PD to both ESL and general education teachers, who then turn key material in their teams.

All teachers in the building will receive PD specifically focused on servicing ELL's across content areas as well as learning about Universal Design for Learning in order to better plan with all learners in mind. Department chairs in both ELA and Math receive outside training on meeting the needs of ELL's provided by the city and our network. Our ESL coordinator attends PD provided by the network and passes along opportunities for PD to other teachers.

Each week teachers meet in grade teams to discuss any difficulties students may be encountering across content areas including struggling ELL's. In addition, the ESL department meets weekly to plan for school-wide PD, revise curriculum and develop systems to better monitor the progress of all ELL's throughout the year. The required 7.5 hours of ELL training is provided to all staff will take place through PD sessions on half day PD's where students are dismissed early for teachers to attend professional development sessions.

## 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?

Mott Hall V ensures that all parents, including parents of ELLs will be afforded the opportunity to participate in school meetings. Activities include: Holding monthly PTA meetings, SLT and all sub-committees of all of these bodies, Parent Teacher conferences, cultural nights, orientation meeting for incoming 6th grade families, workshops, hiring of a parent coordinator , developing a parent resource center. Our procedures for informing the parents in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: in addition to the above-mentioned parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Translations of all documents are provided in the student's home language as needed. The parent coordinator will provide parents with a monthly parent packet that will include, but is not limited to, parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year. Communications with ELL parents including group callings and individual telephone calls are conducted in English and in the student's home language, as appropriate. Our school monitors the attendance of parents at all school functions and asks for feedback from the parents.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

DBN: 12x242 School Name: Mott Hall V

Cluster: 6 Network: 603

**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.

In examining the data reported on the RDGS ats report, we noted a high percentage of our students come from Spanish speaking families. Furthermore, during our parent orientation sessions, we observed a substantial number of parents that did not comprehend the English lanaguage sufficiently to participate with translation services.

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.

As stated above, in analyzing the data and meeting the parents of our students, it was clear that all information, whether in written form or oral presentation, had to be provided in Spanish in addition to English. These findings were reported to the school community during our Parent Association meeting. However, as this is a predominantly Latino community, this was already evident to most members of our community.

## 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.

Written documents are translated in-house by staff members that are proficient in the require language in a timely fashion. In general, all school letters are provided in both English and Spanish. (Some documents are taken directly from the NYCBOE website, which already provides translation in several languages.)

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.

Several staff members are available to provide oral interpretations when meeting with parents, including several teachers, Main Office personnel, and our Parent Coordinator. Recorded messages, such as through School Messenger, are provided in English and Spanish as well.

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>.

At the beginning of the school year, the school will determine the primary languages of the population being serviced. In the reviewing of the data, the languages used by more than 10% of the population will be targeted. In-house personnel will be utilized to translate information whenever possible; however, if warranted, an outside translation service will be purchased.



**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.

<b>Part A: School Information</b>	
Name of School: Mott Hall V	DBN: 12X242
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 74
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

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:

Looking at data from both State assessments and from teacher created tasks, our ELL population falls below the general education population in multiple areas. For example, in the 2014 ELA exam, our 6th grade ELLs, the grade with the highest percentage of students receiving ESL services, scored on average 20% lower on questions asked. Looking at scholarship data for promotion on each grade level, at the end of last year, 50% of our ELLs were on track for promotion in comparison with 75% of their general education peers. In the next highest population of ELLs in the 7th grade. 78% were on track in comparison to 95% of their general education peers. It is clear to us that this population needs both more support outside of the class as well as more training for all teachers who work with them on a daily basis.

All ELLs and former ELLs in grades 6-12 will be served in our programs, as the data shows that as a group, they are not meeting expectations to the same extent as the rest of the student body.

**AFTER SCHOOL: Student Support Center:** Title III funding is used for programs outside of our school day such as the Student Support Center. ELL's students receive tutoring services in their major subjects three days a week - Wednesdays, Thursdays and Fridays, after school for an hour from 3pm to 4 pm. In addition ELL's students will have the opportunities to receive targeted language tutoring Wednesdays (grades 6-8) and Thursdays (grades 9-12) with ESL licensed instructors. The Student Support Center will open in October and will run through June. The language of instruction will be English with native language support. The student support center is run by 5 teachers, 2 with ESL licenses, 1 with a special education license and 2 with general education licenses. Title III funds the ESL certified teachers. Students have access to both text and online resources during these sessions, mostly created by teachers in house to meet their respective courses' standards. Glossaries are also available in for these sessions. This year we started with Achieve 3000 with an 8th grade pilot group as an academic intervention. Students from this grade level therefore also have this resource available to them during their time in the Student Support Center.

**Saturday Academy:** Title III funding is also used for Saturday Academy which offers state assessment

### Part B: Direct Instruction Supplemental Program Information

preparation for ELA, Math and Content Regents exams. This program will begin after the Mid-winter break in February for Middle School and starting in April for HS. Saturday Academy begins and extends through the 8 weeks before the exam, depending on the grade level. All sessions are three hours long, starting at 10 am and ending at 1 pm, here in the building. Groups are structured so that ELLs in our targeted group receive instruction targeted towards their learning needs based on data gathered before and throughout the year in their classes (state exam results, performance tasks, unit exams, teacher generated data, NYSESLAT, etc.) This year we are also offering Saturday intervention support starting as early as October for students in HS and in November for those in MS. Both groups include students in our ELL target population. The language of instruction is English with native language support. At least one certified ESL teacher will participate in the program. Student glossaries, and leveled libraries are used both during the school day, and during Saturday Academy as well as test preparation materials for Saturday Academy, supported by title III funds.

### 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: At Mott Hall V we believe that the school is a place of learning not only for the students but for our entire team. Seeing as our ELL population continues to grow each year, particularly in the 6th grade, we've planned for professional development on serving ELLs into both the school day and offered outside PD to both ESL and general education teachers, who then turn key material in their teams.

All teachers in the building will receive PD specifically focused on servicing ELLs across content areas as well as learning about Universal Design for Learning in order to better plan with all learners in mind. Our ESL coordinator attends PD provided by the network (CFN 603) and passes along opportunities for PD to other teachers. This year both our ESL Coordinator and Assistant Principal are registered for a 4 day institute on Middle School Literacy in partnership with the Harvard Graduate School of Education. We are also establishing AIS planning sessions for teachers to better support their groups of students during the school day. Through these PD's and team meetings, teachers come up with strategies that can support students both through the Student Support Center or Saturday Academy. For instance, instructional materials for ELL's are workshopped through the collaboration of the ELA and ESL teachers. Students tutored through the Student Support Center are given scaffolds designed through PD or teacher team meetings.

Finally, each week teachers meet in grade teams to discuss any difficulties students may be encountering across content areas including struggling ELL's. In addition, the ESL department meets weekly to plan for school-wide PD, revise curriculum and develop systems to better monitor the progress of all ELL's throughout the year including revisions made to our after school programs.

### 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:

Mott Hall V ensures that parents of ELLs will be afforded the opportunity to participate in school meetings. Activities include: Holding monthly PTA meetings with translators present, SLT and all sub-committees of all of these bodies, Parent Teacher conferences, cultural nights, orientation meeting for incoming 6th grade families, workshops, hiring of a parent coordinator , developing a parent resource center.

Our procedures for informing the parents of ELLs in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: in addition to the above-mentioned parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Translations of all documents are provided in the student's home language as needed. The parent coordinator will provide parents with a monthly parent packet that will include, but is not limited to, parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year. Communications with ELL parents including group callings and individual telephone calls are conducted in English and in the student's home language, as appropriate. Our school monitors the attendance of parents at all school functions and asks for feedback from the parents.

Parents' workshops designed for parents of ELL's and supported through title III funds include an orientation at the beginning of the year, graduation requirements and understanding the college process, which are supported by at least one ESL teacher.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> </ul>	\$9,000	Programs to support academic instruction: afterschool programs NYSESLAT / Regents Prep / Saturday

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>Per diem</li> </ul>		<p>Intervention - 2 teacher x 3 hrs per week x 14 weeks = 100 hours @ \$51.51= 4,326.84</p> <p>Student Support Center -2 teachers x 1.5 hrs per week x 28 weeks = hrs @\$51.51 = \$4,326.84</p> <p>Teacher per session for parental involvement : 1 teachers x 2 hr for 3 sessions = 6 hrs @ \$51.51 =\$309.06</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$480	To purchase supplemental materials (Keystone resource books & videos, Regents preparation workbooks - \$200; folders - \$30; bilingual glossaries -\$100)
Educational Software (Object Code 199)	\$1750	Achieve 3000 for other groups of ELLs \$1,750
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	\$11, 200	_____

