

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**05M304**

**School Name:**

**MOTT HALL HIGH SCHOOL**

**Principal:**

**ALTAGRACIA VILLALONA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: MOTT HALL HIGH SCHOOL School Number (DBN): 05M304  
Grades Served: 9 - 12  
School Address: 6 Edgecombe Avenue, 4<sup>TH</sup> Floor, New York, NY 10030  
Phone Number: (212) 694-6020 Fax: (212) 690-5047  
School Contact Person: Grace Villalona Email Address: GVillal@schools.nyc.gov  
Principal: Grace Villalona  
UFT Chapter Leader: Glen Perloth  
Parents' Association President: Maria Cortez  
SLT Chairperson: Harry Dunlap  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Maria Cortez  
Student Representative(s): Rebecca Feliciano

**District Information**

District: 05 Superintendent: Donald Conyers  
Superintendent's Office Address: 335 Adams Street Brooklyn, New York, NY 11201  
Superintendent's Email Address: Dconyers@schools.nyc.gov  
Phone Number: (718) 923-5124 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Thomas Zarillo  
Director's Office Address: 333 7<sup>th</sup> Avenue, Room 834, New York , NY 10001  
Director's Email Address: tzarill@schools.nyc.gov

Phone Number: (212) 356-7539 Fax: (917) 339-1765

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Grace Villalona	*Principal or Designee	
Glen Perloth	*UFT Chapter Leader or Designee	
Maria Cortez	*PA/PTA President or Designated Co-President	
Jeffrey Quarles	DC 37 Representative (staff), if applicable	
Maria Cortez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Rebecca Feliciano	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Evon Tuidar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/Teacher	
Harry Dunlap	Member/Teacher	
Shelley Genao	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ana Cruz	Member/PA Secretary	
Kimyarley Wynn	Member/PA Treasurer	
Ellen Jones	Member/ PA Co-President	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

Based on previous year school survey, 97% of parents are satisfied with the education that their child has received at Mott Hall and are extremely happy with our communication system; and 84% of our students feel safe in our school. There has been noticeable increase in our student progress in the 9<sup>th</sup> and 10<sup>th</sup> grade. Our 9<sup>th</sup> grade students, 85% earned enough credits to be on track for high school graduation and our 10<sup>th</sup> grade students, 90% earned enough credits to be on track for high school graduation. Our four years graduation rate is similar to the city average and our six years exceed the city average by 11% and the borough average by 10%. Focusing on closing the achievement gap, we are doing a good job making sure that we help our English language learners, Students with Special Needs, and our Lowest Performing students to graduate in four years; and we are doing an excellent job moving our special needs students to less restrictive environments. At the beginning of each school year, our social worker conducts individual social and emotional assessment of each student to address those areas to help their development and personal growth and our guidance counselors address their academic progress, learning, and success, which leads to college and career readiness.

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

Following the content related curriculum, teachers design six units of instructions along with lesson plans that support students' needs. Differentiation in the classroom includes the use of SmartBoards (one in each classroom including the library), laptops, student grouping, and additional teacher selected resources to support lessons. Teachers are making progress in differentiating instruction to meet individual student's needs; not all teaching staff has developed skills in this area. In co-teaching classes, teachers take turn leading instruction and addressing small groups or individual students to provide assistance, guidance, and keep them focused. The school focus is on note taking skills since it is an integral part of college and career readiness. Teachers are encouraged to implement note taking skills on a daily basis on all their classes to properly prepare students to be ready for college courses and career preparedness which is part of the learning process.

The school has daily professional learning communities, which includes department and grade level meetings, inquiry team focused on cohort and credit accumulation, and school-wide teacher/administration selected topics based on observations and suggestions. Department heads and teachers present most of the professional learning topics selected and the department heads meet regularly with administration and Network members to address the school areas of

concerns. The students receive high level of support in their academic advancement. The College For Every Student (CFES) Program provides exploratory experiences for students. The students receive assistance on college essay writing, college trips, Urban scholar tutoring, mentoring, financial aid workshops and guest speakers for students and parents as well. An average of 15 students receive advance placement courses and an average of 15 additional students receive college credit courses.

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

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

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

### 05M304 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	431	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	5	# Drama
				1
# Foreign Language	5	# Dance	2	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.1%	% Attendance Rate		87.0%
% Free Lunch	85.2%	% Reduced Lunch		4.2%
% Limited English Proficient	9.2%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		36.0%
% Hispanic or Latino	61.2%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White	0.7%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	67.0%	Mathematics Performance at levels 3 & 4		40.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	81.9%	% of 2nd year students who earned 10+ credits		83.8%
% of 3rd year students who earned 10+ credits	69.7%	4 Year Graduation Rate		66.0%
6 Year Graduation Rate	83.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Focus on coherence in curricula across grades and subject areas to consistently promotes college and career readiness for all students including students with disabilities and English language learners in order to increasing the percentage of students meeting the 4 year college readiness index.

Across classrooms, teachers use common assessments to provide students with actionable feedback and determine student progress towards goals across grades and subjects

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher effectiveness will be enhanced through observations, timely feedback, and school-wide and individual professional learning opportunities using Danielson’s Framework for Teaching so that expectations for pedagogical improvements and next steps are clear and promotes teaching development. We will focus on enhancing teacher effectiveness specifically in Domains 1 and 3.

Ensure that teachers enhance their pedagogical performance, specifically Domain 3 Components 3b, 3c, and 3d in order to challenge students to question and solve problems, understand, articulate and analyze complex texts, engage them in higher order thinking, and assess student understanding of the content to advance their learning.

- Improved students’ performance measured through formative and summative assessments and writing skills.
- Ensure that daily lessons have a beginning, middle, and end to properly assess students’ understanding of lessons.
- State Regents Examinations results, January and June.
- Consistent student behavior that is appropriate and respectful, and support the learning of their classmates.
- Student engagement in high-level discussions and active involvement in their learning and the learning of others.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
Streamline observations to focus on pedagogical practice.	Teaching staff	September 2015 to June 2016	Administration and teachers
Ensure that teachers incorporate technology and organize their classrooms where students feel safe, supported, and challenged so that all students can learn.	Teachers and students	September 2015 to June 2016	Administration and teachers
Revise curricula and produce Common Core aligned units of instructions along with lesson plans, instructional materials, and classroom and departmental assessments to support learning.	Teaching staff	September 2015 to June 2016	Administration and teachers
Provide professional development on Domain 3: Instruction Components 3b: Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction to challenge student thinking, assess understanding of lesson, and adjust teaching as needed to support student learning.	Teachers and students	September 2015 to June 2016	Administration and teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Teachers Common Core aligned units of instructions and lesson plans</li> <li>• Student’s portfolios</li> <li>• Regents results, department assessments, student’s essays, midterm and final exams results</li> <li>• Professional articles, professional development, Learn Opportunity videos, in school and out of school inter-visitations</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Student’s portfolios.
- Regents, Midterm and final examination results.
- Teachers created community of learners, in which students assume responsibility for the success of a lesson
- Students monitoring their own learning and serve as resources to each other.
- Enhanced questioning and discussion techniques.

Student engagement in learning through participation, complex text understanding, and supporting arguments

- Fall Semester assessments analysis
- English and Social Studies monthly essay assignments
- January 2016 Regents results
- Marking periods analysis

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

High expectations and support is provided to the staff, students, and families to meet school’s expectations, as well as putting systems in place to offer ongoing feedback to help families understand student progress towards the school’s expectations

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

Our entire student population will participate in at least six Common Core aligned tasks in all four major subject areas by June of 2016, leading to general increase in the development of high order thinking skills.

Engage all students in at least six Common Core Learning Standards tasks in each subject area that are aligned with the Elements of the Framework for Great Schools.

Assess students’ acquisition of higher order thinking skills as well as teachers’ progression in the development of rigorous instruction.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Ensure implementation of Common Core Learning Standards, The Six Elements of the Capacity Framework, and the Framework for Great Schools.</p>	<p>Teachers and students</p>	<p>September 2015 to June 2016</p>	<p>Administration and teachers</p>
<p>Provide professional development for teachers on the Common Core Learning Standards, the Danielson’s Framework for Teaching Domains, Measurement of Student Learning, and Teacher Effectiveness.</p>	<p>Teaching staff</p>	<p>September 2015 to June 2016</p>	<p>Administration and teachers</p>
<p>Continue working with and providing PD on Hess’ Cognitive Rigor Matrix.</p>	<p>Teaching staff</p>	<p>September 2015 to June 2016</p>	<p>Administration and teachers</p>
<p>Ensure that teachers incorporate academic vocabulary in order to build students’ ability to comprehend complex texts and monthly essays writing to enhance their writing skills for Regents exams and college and career readiness.</p> <p>Teachers will create units of instructions that reflect the Instructional shifts and incorporate evidence of the development of higher level thinking skills</p> <p>Administrators will meet regularly with teachers to discuss, review, and provide feedback regarding Common Core Learning Standards, the Elements of the Framework for Great Schools, Measurement of Student Learning, school’s instructional focus, and Teacher Effectiveness.</p> <p>Teachers will use departmental meeting time to discuss student work related to CCLS, the Elements of the Framework, and MOSL using the rubrics as well as the Hess’ Cognitive Rigor Matrix.</p> <p>Ensure that teachers incorporate reading, writing, and academic vocabulary in order to build students’ ability to comprehend complex texts.</p>	<p>Teachers and students</p>	<p>September 2015 to June 2016</p>	<p>Administration and teachers</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Common Core Learning Standards embedded into units of instructions.
2. Lesson plans that includes reading, writing, and complex text vocabulary words.
3. Execution of lessons focused on Common Core Learning Standards aligned with the Elements of the Framework for Great Schools, while measuring student learning.
4. Students work contained in the portfolios.
5. Teacher’s feedback based on analysis of students’ work, the rubrics, and assessments.
6. Strategic grouping to promote higher level thinking skills as well as enhancing cooperation and communication among the students.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Teacher teams engage in structured professional collaborations that promote a culture of data-driven inquiry and expand teaching strategies to foster shared leadership and enhance their voice in key decisions affecting student learning.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Strengthen teacher’s instructional practice across classrooms to ensure consistency in lessons to engage all students in tasks that require higher order thinking, which will be measured through informal and formal observations and scholarship reports. Strengthen teacher’s instructional practice across classrooms to ensure consistency in lessons to engage all students in tasks that require higher order thinking, which will be measured through informal and formal observations and scholarship reports.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide a series of differentiated professional development coordinated and conducted by teachers, administration and Learn Opportunity videos that focus on Danielson dimensions.	Teaching staff	September 2015 to June 2016	Administration and teachers

Provide opportunities for the teachers to make connections between the Common Core Learning Standards, the City-Wide Instructional Expectations, the measurement of student learning, the six elements of the capacity framework, the Framework for Great Schools, and Danielson dimensions.	Teaching staff	September 2015 to June 2016	Administration and teachers
Monitor classroom instruction via informal and formal observations to ensure students are receiving academically rigorous instruction around the Common Core Learning Standards, the City-Wide Instructional Expectations, and the Danielson dimensions.	Teaching staff	September 2015 to June 2016	Administration and teachers
Monitor instruction focusing on student learning to ensure all teachers are progressing towards highly effective practice.	Teaching staff	September 2015 to June 2016	Administration and teachers
Provide weekly school wide and individualized professional development that focuses on lesson planning, delivery of instruction, and the use of assessment to ensure continual improvement of students' achievement	Teaching staff	September 2015 to June 2016	Administration and teachers
Evaluate teachers questioning techniques to increase students' proficiency in developing the higher level thinking skills of inference, application, analysis, evaluation, and creativity.	Teaching staff	September 2015 to June 2016	Administration and teachers

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Units of instructions and lesson plans preparation that incorporates learning activities that are differentiated and focuses on student understanding and demonstration of higher order thinking.</li> <li>• Teacher department and grade level meetings minutes, units and lessons preparation, informal and formal observations, summative assessment item analysis, and Regents examinations</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Informal and formal observations.
2. Lesson plans preparation that incorporates learning activities that are differentiated in order to include all learners.
3. Lesson presentation and execution focused on students' understanding and demonstration of higher order thinking skills.
4. Students' comprehension of pivotal content and common vocabulary words

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

Deepen teacher pedagogy across grades and subjects to build consistent alignment of practice informed by the Danielson Framework for Teaching and instructional shifts, to promote high levels of student thinking and participation

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all our students will exercise language for classroom conversation in order to enhance their communication skills and stimulate positive behavioral and academic performance. Students will also be able to articulate their analysis of complex text utilizing appropriate discussion techniques.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Ensure that teachers address reasoning, speaking, and listening skills through presentation and group collaboration in order to enhance student interpersonal skills.</p>	<p>Parents, guidance, social worker, and parent coordinator</p>	<p>September 2015 to June 2016</p>	<p>Administration, teachers, and parent coordinator</p>
<p>Work with social worker and guidance counselor to ensure that students are prepared for and participate effectively in conversations and collaborations with diverse partners, building on each others' ideas and be able to express themselves clearly.</p>	<p>Parents, guidance, social worker, and parent coordinator</p>	<p>September 2015 to June 2016</p>	<p>Administration, teachers, and parent coordinator</p>
<p>Teachers, counselor, social worker and administration collaboratively analyze and interpret students' incident reports, suspensions, and teachers' referrals, as well as samples of student's academic work to identify trends.</p>	<p>Parents, guidance, social worker, and parent coordinator</p>	<p>September 2015 to June 2016</p>	<p>Administration, teachers, and parent coordinator</p>
<p>Ensure that teachers engage students in discussions that support analytical, evaluative, and creative thinking skills.</p> <p>Provide teachers with Professional Development on behavior management to promote positive communication between teachers and students</p> <p>Schedule monthly town hall style meetings to address social, emotional, academic, and behavioral trends.</p> <p>Evaluation of guidance counselor/social worker individual student's action plan</p> <p>Vocabulary and language enhancement for classroom conversations to properly prepare students for College and Career Readiness</p>	<p>Parents, guidance, social worker, and parent coordinator</p> <p>r</p> <p>Parents, guidance, social worker, and parent coordinator</p>	<p>September 2015 to June 2016</p>	<p>Administration, teachers, and parent coordinator</p> <p>Administration, teachers and parent coordinator</p> <p>Administration, teachers and parent coordinator</p> <p>Administration, teachers and parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Agendas, meetings, workshops and other school events attendance.
2. Students’ academic and behavioral progress reflected in transcripts.
3. Student's interaction with peers and school staff members as measured by multiple measures (school surveys, staff feedback).
4. Weekly Jupitergrades utilization reports.
5. New York City school survey results.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Weekly discussions around identified trends and patterns.
2. Monthly evaluations of implemented strategies that indicates improvement of student academic and behavioral performance.
3. Students’ ability to elaborate on the importance of their individualized plan of actions and scholarship reports.
4. Guidance counselor and social worker evidence of implementation of student’s individual action plan.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Create a welcoming environment for families and develop a connection with community based organizations to support parents and help to further students' education.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Improve parental involvement Enhance communication between school and parents so that they have an active role in supporting our efforts to increase students’ social, emotional, academic, and behavioral performance to ensure that their children meet graduation requirements and be college and career ready.

Increase parents’ attendance to meetings, workshops, programs, performances, and other events by 3%.

Enhance communication between school and parents so that they have an active role in supporting our efforts to increase students’ social, emotional, academic, and behavioral performance to ensure that their children meet graduation requirements and be college and career ready.

Increase staff members communication with parents through telephone calls, written documents, JupiterGrades, Skedula, and school messenger to inform them of their children’s social, emotional, academic and behavioral progress and provide information that will help them understand their children’s academic requirements and what they can do to support their children’s learning needs.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ol style="list-style-type: none"> <li>1. Supervision of the frequency of information provided to parents through telephone calls, school messenger, e-mails, backpack letters and regular mail.</li> <li>2. Have teachers call parents at the beginning of the school year to introduce themselves and inform parents of the subject they are teaching and their goals and expectations for the school year.</li> <li>3. Conduct parental workshops that are aligned with students' academic and behavioral performance and school goals and expectations (transition to college and career).</li> <li>4. Inform parents of the school's goals, systems and strategic directions focused on growth toward college and career readiness.</li> <li>5. Inform parents of the Common Core Learning Standards and the Crosswalk of Common Core Instructional Shifts.</li> <li>6. Ensure parent coordinator provides parents with regular feedback and address their questions and concerns.</li> <li>7. Include parents in school events, in conversations around goals, expectations, Common Core Learning Standards, the Six Elements of the Framework for Great Schools, and College and Career Readiness expectations which will allow students opportunities to excel based on their behavior and academic performance.</li> <li>8. Increase parental utilization of Skedula and DOE Parent Page</li> </ol>	<p>parents, students</p> <p>parents</p> <p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Parents, students</p> <p>parents, students</p>	<p>September 2015 to June 2016</p>	<p>Guidance counselors, parent coordinator</p> <p>Guidance counselors, teachers</p> <p>Guidance counselors, parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Phone master messenger

Share date with parents and COBs to help them understand accountability for results.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Agendas, meetings, workshops and other school events attendance.
2. Students’ academic and behavioral progress reflected in transcripts.
3. Students’ interaction with peers and school staff members as measured by multiple measures (school surveys, staff feedback).
4. Weekly Jupitergrades utilization reports.
5. New York City school survey results

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Lowest third, cohort, ELLs, IEP students	<ul style="list-style-type: none"> <li>• School wide reorganization of instructional and classroom practices.</li> <li>• Professional Development for ELA teachers that address the needs of students at risk.</li> <li>• Emphasis on data to support instruction.</li> <li>• Integration of technology to support instruction and learning of ELA skills.</li> <li>• Established liaison with other HS and</li> <li>• provide after school tutoring service for at risk ELA students.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Department heads will work with teachers in small group for strategies and techniques development.</li> <li>• Summer School Programs and summer packets focused on vocabulary building and Writing skills aligned with the ELA Standards and CCLS</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified students.</li> </ul>	<ul style="list-style-type: none"> <li>• After school tutoring and Saturday Academy for content related, commonly used vocabulary building and Writing and Literacy skills enhancement.</li> <li>• Pull out during the school day, two times per week, to provide additional support.</li> </ul>
<b>Mathematics</b>	Lowest third, cohort, ELLs, IEP students	<ul style="list-style-type: none"> <li>• School wide reorganization of</li> </ul>	<ul style="list-style-type: none"> <li>• Department heads will work with teachers in small group for strategies</li> </ul>	<ul style="list-style-type: none"> <li>• After school tutoring and Saturday Academy for content related</li> </ul>

		<p>instructional and classroom practices.</p> <ul style="list-style-type: none"> <li>• Professional Development for Math teachers that address the needs of students at risk.</li> <li>• Integration of technology to support learning of Math skills.</li> <li>• Summer School Programs in Integrated Algebra standards based tasks.</li> <li>• Differentiated instruction to support the multiple learners, during the school day.</li> <li>• Established liaison with Urban Scholars to provide after school tutoring service for at risk Math students</li> </ul>	<p>and techniques development.</p> <ul style="list-style-type: none"> <li>• Department heads will work with teachers on CCLS in Mathematics.</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified Students.</li> </ul>	<p>vocabulary building and Mathematical skills enhancement</p> <ul style="list-style-type: none"> <li>• Pull out during the school day, two times per week, to provide additional support.</li> </ul>
<b>Science</b>	Lowest third, cohort, ELLs, IEP students	<ul style="list-style-type: none"> <li>• Professional Development for Science teachers that address the needs of students at risk.</li> <li>• Increased Inquiry Based instructional activities in science classes.</li> <li>• Integration of technology to support learning of Science skills</li> </ul>	<ul style="list-style-type: none"> <li>• Department heads will work with teachers in small group for strategies and techniques development and the implementation of the CCLS.</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified students.</li> </ul>	<ul style="list-style-type: none"> <li>• After school tutoring and Saturday Academy for content related vocabulary building, Science skills enhancement and required LAB instruction and guidance.</li> <li>• Pull out during the school day, two times per week, to provide additional support.</li> </ul>
<b>Social Studies</b>	Lowest third, cohort, ELLs, IEP students	<ul style="list-style-type: none"> <li>• School wide reorganization of</li> </ul>	<ul style="list-style-type: none"> <li>• Department heads will work with teachers on CCLS in</li> </ul>	<ul style="list-style-type: none"> <li>• Pull out during the school day, two times per week, to</li> </ul>

		<p>instructional and classroom practices.</p> <ul style="list-style-type: none"> <li>• Professional Development for Social Studies teachers that address the needs of students at risk.</li> <li>• Integration of technology to support learning of Social Studies skills.</li> <li>• Summer School Programs in US and Global History.</li> <li>• Differentiated instruction to support the multiple learners, during the school day.</li> <li>• Established liaison with Urban Scholars to provide after school tutoring service for at risk Social Studies students.</li> </ul>	<p>Literacy to enhance students' vocabulary and writing skills.</p> <ul style="list-style-type: none"> <li>• Reorganization of Social Studies sequence to meet needs of students at risk.</li> <li>• Increased utilization of cartoons, and primary Source documents to support visualization of content.</li> <li>• Common Planning for all teachers to collaborate &amp; plan differentiated instruction for all AIS identified students.</li> </ul>	<p>provide additional support.</p> <ul style="list-style-type: none"> <li>• After school tutoring and Saturday Academy for content related vocabulary building, and US History and Global Studies skills enhancement.</li> </ul>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Lowest third, cohort, ELLs, IEP students</p>	<ul style="list-style-type: none"> <li>• Work closely with NY Presbyterian Hospital making referrals as needed.</li> <li>• Behavior Modification plans implemented as needed.</li> <li>• Increased Parental outreach by counselors and social worker for AIS students.</li> </ul>	<ul style="list-style-type: none"> <li>• Mandated special need students meet with counselor and Social Worker as per IEP mandates.</li> <li>• Guidance counselors meet with principal once per week to review services to identified AIS students.</li> <li>• Two day itinerant psychologist meets with mandated IEP students as per their IEP counseling schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• All at risk students in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and grade meet with counselor once per week during the day and/or after school.</li> <li>• Most at risk and highly emotional students assigned to social worker for individual and group counseling once a week.</li> <li>• Highly emotional students meet once or twice a week</li> </ul>

			<ul style="list-style-type: none"> <li>• At risk and highly emotional students meet with psychologist as per referral from administration.</li> </ul>	<p>during school day with social worker.</p> <ul style="list-style-type: none"> <li>• At risks and emotional students meet with lead social worker once a week or by referral after school.</li> <li>• DOH health provider provides health-related services once a week on Fridays.</li> <li>• School health aide provider provides health related service to at risk students during the day.</li> </ul>
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## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"><li>• Weekly Professional Development – School-wide, departmental, grade level, and inquiry.</li><li>• On-going Learning Opportunities Modules &amp; Video Clips.</li></ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> <li>• Weekly teachers’ grade &amp; departmental meetings.</li> <li>• Weekly Inquiry Team meetings.</li> <li>• Mock Regents Exams during each semester to assess students Regents Readiness.</li> <li>• Monthly school-wide, departmental assessments.</li> <li>• Assessments analysis, reflection, and next steps.</li> </ul>

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	262,275.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,562,391.00	X	

**<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

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

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

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

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#### **Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

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

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

### **School-Parent Compact (SPC) Template**

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

## **I. School Responsibilities:**

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

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Mott Hall High School</u>	DBN: <u>05M304</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>48</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Mott Hall High School is in the heart of Harlem. It has been in existence for 10 years. Its English Language Learners is 11.16% of the school population. The data illustrates that our ELL population is in need of rigorous, supplementary support and preparation for the New York State Standardized Regents Examination. Furthermore, there exist very strong deficiencies in our ELL population for Social Studies Regents as well as the Science Regents. For these reasons, our supplemental program will concentrate on preparing our ELL population to successfully complete these requirements. The Mott Hall program serves 48 ELLs grades 9 through 12, of which 86 % are of Hispanic lineage and the remaining represent various West indian, Middle-Eastern and African Countries. Generally, to promote expeditious growth in language acquisition, the language of instruction used is English. Students are additionally supported through the tailoring of their school program to facilitate the transition of L1 to L2; they are scheduled for a NLA class. Futhermore, teachers are continuously kept abreast with ESL methodologies to broaden their repertoire of practice. Our English as a Second Language Program is effective by maintaining consistency in content area learning with a focus in literacy and language development. The mandated language instruction of English as a Second Language complies with Part 154 of the Commissioner's Regulations. Academic Rigor is sustained as students participate in an instructional program that is aligned with the mandated ESL/ELA and content learning standards and the core curriculum. Students are grouped homogenously for targeted areas of instruction according to the LAB-R and NYSESLAT results. Students participate in small group instruction in an effort to provide opportunities for explicit skills instruction for certain tasks and to differentiate the instruction. Students participate regularly in instructional tasks that guide the production of language both in verbal and written form. Students demonstrate their learning through measurable product development, demonstrations and exhibits. Students also use technology to enhance the core curriculum and be provided with opportunities for individual practice. We offer 4 ESL classes- 2 serve the beginning ESL level, 1 the Intermediate and 1 the Advance. We also offer 5 NLA Spanish classes of various levels. The emphasis of our Title III program is placed in providing ELL students with extra-help in Science and Social Studies to increase Regents passing rate . We offer: small group tutoring that is focused to address skills and strategies which lead students to higher passing rates on the Regents exams in the content areas. We additionally utilize the most advanced and innovative ESL strategies and techniques. Some of those are literacy circles, rubric creation, portfolio assessment, differentiated instruction, scaffolding, use of graphic organizers for various stages of learning and language development. Students are constantly encouraged to perform at their highest levels in a comforting and yet challenging learning environment. Because our ELLs are at very different stages in their language acquisition and because of the design of our program, the student-teacher ratio rarely surpasses 20 in any one of our two classes offered on that day during our supplemental program. Title III, After School Program, starts on October 1st 2014 and will continue through out the school year ending June 11, 2015. Tutoring session is available for one hour minimum weekly, in Math, Science, Global History and US History based on students' needs, which is determined by content area teacher and supported by ESL teacher. THE ESL teacher will co-plan and co-teach with the content area teachers on Mondays, Tuesdays and Thursdays to differentiate instructional planning and delivery. The following is a list of after school tutoring classes offered to ELLs in all subject areas:

<u>ELA Tutoring --Monday thru. Thurs</u>	<u>(1 Certified ESL teacher)</u>
<u>Math Tutoring -- Monday</u>	<u>(1 teacher + ESL)</u>

## Part B: Direct Instruction Supplemental Program Information

Science	Tutoring-- Tuesday	(1 teacher + ESL)
Social Studies	Tutoring -- Thursday	(1 teacher + ESL)

## Part C: Professional Development

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

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

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

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

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

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

## Part D: Parental Engagement Activities

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

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

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

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

In addition to the mandated Parent Orientation required by CR part 154, two Parental Informational Sessions, three hours each, consisting in explaining diploma requirements, number of credits accumulation, how to assist students with homework, how to keep track of student progress through Jupiter Grades, resources available to parents and students in school and the community are held during the year. Parents are reached through announcements and communications in their native language. Breakfast and transportation (metro cards) is provided to parents who attend the orientations. These workshops are held by the ESL Coordinator, The Guidance Counselor and the Special Education Coordinator.

ESL and Basic Computer Skills classes are offered to our ELL parents on Thursdays from 6:00 pm to 7:00 pm to help them enhance their English language skills through ESL methodologies and to familiarize them with technology. These classes are held for eight sessions in the Fall and ten sessions in the Spring. (Fall Sessions: Nov. 13, 20. Dec 4, 11, 18. Jan. 8, 15, 22.) ( Spring Sessions: Feb. 5, 12,. Mar. 5, 12, 19. Apr 2, 9,16. May 14, 21)

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

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	=====	=====

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Gracie Villalona</b>	Assistant Principal <b>Glenn Raysor</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Dawn Davis</b>	School Counselor <b>J Santana/J Almonte/C Camacho</b>
Teacher/Subject Area <b>Ivette Santana</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jeffrey Quarles</b>
Related-Service Provider <b>Patricia Williams</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	415	Total number of ELLs	47	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	47	<b>Newcomers</b> (ELLs receiving service 0-3 years)	28	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	16	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	28	11	4	5	5	1	14	0	8	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										16	9	7	8	0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic										1	1			0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		1	1	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										5		1		0
<b>Emerging</b> (Low Intermediate)										4	1	1	3	0
<b>Transitioning</b> (High Intermediate)											3	3	3	0
<b>Expanding</b> (Advanced)										6	6	2	2	0
<b>Commanding</b> (Proficient)										5		1	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										5		1	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	9		3	
Integrated Algebra/CC Algebra	29		10	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	7			
Living Environment	25		5	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	19		1	
Geography				
US History and Government	10		4	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Mott Hall High School utilizes a variety of assessments, including Pearson Periodic Assessment, teacher assessment, regents, NYSESLAT, Baron's Regents Prep online, and baseline assessments that guide instruction. These assessments have shown that the students lack academic English vocabulary that inhibits them from passing exams. While they often understand the concepts taught, the lack of vocabulary causes students to perform poorly in content area exams. This can be seen in the low regents passing grades in the school.  
 In order to address this issue, the school has implemented a variety of interventions that will help students succeed which includes: Saturday Academy, after school tutoring, in school pull out, and weekly checkin's with guidance counselor, and ELL coordinator for updates on progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 In analyzing the assessment tools the results imply that our ELL's English language proficiency is limited primarily in reading and writing skills as opposed to listening and speaking. Since the majority, about 63% of the ELLs at our school have received ESL services for more than 4 years, they have been able to acquire the verbal skills needed for English fluency however they are lacking the comprehension and reading skills needed for proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The teacher analyzes the students' data and their proficiency levels using in the four modalities, speaking, listening reading and writing. The NYSESLAT Combined Modality report in conjunction with the various reports generated by the AMAO tool are reviewed thoroughly as to set out effective instructional goals for the upcoming year. Students are prepared throughout the school year to address all four modalities, using the information gathered at the start of the year, emphasis is placed on area determined to be the most critical.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

- Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]  
Not applicable
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
During profesional development and other meetings, ongoing dialogs happen between the content area teachers and the ESL teacher. Strategies to employ at diferrent levels of language acquisition are discussed to help content area teachers understand the different stages involved in language proficiency and to facilitate acquiring the second language by ELLs.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of the ELL programs in the school are evaluated by a variety of measures including, but not limited to, standadized test (NYSESLAT, content regents exams, etc.), periodic assessment, perent/teacher/student feedback, and overall report grades and content level proficiency.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
At enrollemt, ESL Coordinator or/and the guidance counselor meets with parents and an informal oral interview performed in the parent native language to make the initial determination of the child's home language . This process is formalized through a Home Language Identification Survey (HLIS) that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identificationprocess. Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment as per CR-154 if student is identified as a new admit to the New York State public schools. The LAB-R is administered within 10 days of admision to establishes the student's English proficiency level. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Mott Hall High School utilizes a variety of assessments, including Pearson Periodic Assessment, teacher assessment, regents, NYSESLAT, Baron's Rgents Prep online, and baseline assessments that guide instruction. These assessments have shown that the students lack academic English vocabulary that exhibits them from passing exams. While they often understand the concepts taught, the lack of vocabulary causes students to perform poorly in content area exams, which can be seen in their low regents passing grades. In order to address this issue, the school has implemented a variety of interventions that will help students succeed which includes: Saturday Academy, after school tutoring, in school pull out, and weekly checkin's with guidance counselor, and ELL coordinator for updates on progress..

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).  
The identification for newly enrolled students with IEP's are determined by an EIP team. They determine a students eligibility for special eduscation services and the language in which special education services and the language in which special education programs are delivered. Students classified as ELL's also receive accomodations that apply both to ELL's and SWDs. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed. In order to make sure that the forms are returned parents are given phone call and letters as reminders.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).  
After determining ELL status, we conduct a parent orientation meeting. The coordinator then sends parent entitlement/non-entitlement letters along with the parent survey within 10 days. Upon distribution of the status notification within 5 school days we let the the parents know the results and that they have the right to appeal the ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
An Entitlement letter in the student's home language is sent home in the beginning of the year. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences throughout the school year if they are unable to attend the formal orientations. These Parents sessions both formal and informal are conducted by the ESL Coordinator. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
At Mott Hall highschool we inform the parents that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed. In order to make sure that the forms are returned parents are given phone call and letters as reminders.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The Parent Survey and Program Selection Form is completed and placed in the student's cumulative folder along with any subsequent written consent to change ELL program choice.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Within 5 school days of ELL determination, the ESL coordinator informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language such as the non/entitlement letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of parent ELL notifications and letters are kept in students' cumulative folders. These documents are held throughout the course of the school year and kept for the remainder of the time that the student is enrolled at this school.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Each spring the New York State English as a Second Language Achievement (NYSESLAT) is administered by the ESL Coordinator to measure the ELLs language growth. The RLER roster is generated from ATS to ensure everyone who is entitled to take the NYSESAT is accounted for. From the RLER list an Excel list is created illustrating four columns which will be used to record the four modalities tested: speaking, listening, reading and writing and keep accurate track of each subtest.

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

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the entitlement letter as well hold on going meetings throughout the school year. These meetings are held in addition to regularly scheduled parent teacher conferences. The goal of these meetings is to ensure parents that their child will continue to receive the support they need.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Based on the NYSESLAT scores and the increasing number of beginner ELL students at Mott Hall High School follow a heterogeneous programming model that consists of two ESL beginner classes, one ESL intermediate class and one ESL advanced class. Our focus is on academic language, vocabulary development and incorporating technology in learning. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish level. Once a student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. Though all students' schedules at the school are individually programmed, the 9th and 10th grade ELLs generally travel as a block to their core courses, with the exception of a few advanced ELLs. Student schedules tend to vary in their elective courses.
  - b. TBE program. *If applicable.*  
Not applicable
  - c. DL program. *If applicable.*  
Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Mott Hall High School adheres to mandated number of instructional minutes as required by the CR 154. All ESL students in the English as a Second Language program model receive the required number of minutes based on their proficiency level and

all courses are taught in English. Using the RLAT, students proficiency levels are determined and scheduled appropriately. Beginners are scheduled for a double period ESL and an ELA class daily, the intermediate level and advanced level are scheduled for an ESL class and ELA class daily. In addition, the school has two fully New York State certified teachers that speak Spanish and French.

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

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

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

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

In addition to the availability of the test in their native language when possible, testing accommodations for ELLS include:

Time Extention in all exams and all subject areas

Separate location

Biligual dictionaries and glossaries

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

regents  
test.

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Paste response to questions here:

8. 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?

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

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

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

#### Academic Intervention and Support Services

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

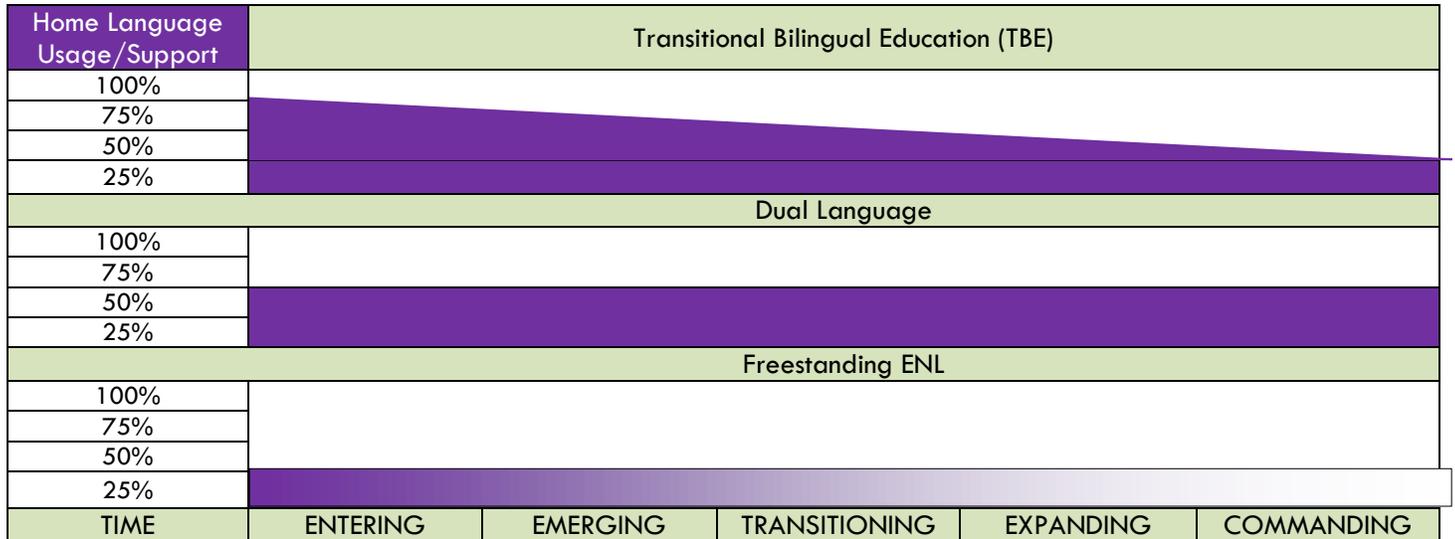


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- At Mott Hall High School's, our Student Intervention Team holds meetings daily to discuss students who have been referred by teachers as exhibiting need for academic interventions or other support services, such as ESL and/or ELL-SWD. The committee is composed of the guidance counselors, the social worker, the special education coordinator, and the ELL coordinator. In addition, students are provided with after school tutoring and enrichment and Saturday academy in order to prepare the students for regents exams. Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries, to assist them during Regents exams.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ELL program is consistently monitored and adjusted to meet the changing needs of the ELLs. Because of on going dialogs between the ESL coordinator and the content area teachers areas of concern pertaining the ELLs and their demands receive immediate attention. Data is continually being review to drive instruction and strategize to improve performance.
12. What new programs or improvements will be considered for the upcoming school year?
- In order to continue to provide ELL students with support, this upcoming 2015-2017 years ELL students will attend Saturday academy and enrichment. This program will allow students to review for their content level classes and prepare for the state regents exam. In addition, a new technology enriched ELL curriculum will be followed in order to provide students with hands on assess to technology and prepare them for college and beyond.
13. What programs/services for ELLs will be discontinued and why?
- None of the programs that were offered last year will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- After School Clubs and Services
- Mott Hall High School offers all students several options for academic and non-academic extracurricular activities. They include After School Academy--Students are afforded the opportunity to earn or recovery academic course credit. Saturday Regents Prep --courses are also offered for the three consecutive Saturdays prior to the January and June NYS Regent Examinations. Through the school's partnership with CCNY's Urban Scholars, students are provided with 1:1 tutoring sessions. MHHS also offers non-academic activities such as student clubs, team sports, band and service learning activities.
- Mott Hall High School After School Clubs and Program:
- Mott Hall High School Band/Music Instruction – Mott Hall High School has partnered with the Multicultural Music Group (MMG) to offer the students of MHHS music instruction and band practice. Students receive small group and one-on-one instruction from professional musicians.
- Streets to Scholars Saturday Program – This program targets students who are experiencing academic and/or social difficulty in school.
- The program is comprised of basketball tournaments, peer mentoring, career counseling and guest speakers.
- Urban Scholars Extended Day Program – Provides academic support to students in need of tutorial assistance, homework help and exam preparation for NYS Regents subject exams and SAT. Five ELL students participated in this program.
- The Brotherhood/Sister Sol – Mentoring Program-- Students in this program are offered tutoring, leadership development training, international study, community service projects and trips.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- The instructional materials used at Mott Hall High School all meet New York State curriculum requirements and standards. The scaffolding and ESL instructional methods used to teach these materials by both the classroom and ESL instructor support the learning of ELLs. In addition, materials are procured in native language versions when available. These are to be used by ELLs in addition to the English versions. ELLs are also provided with bilingual dictionaries, as well as native language glossaries and texts where available. Classroom teachers employ a variety of technology including smartboards and labtop computers. In addition, this year pending title III funding, ELL students at Mott Hall High School will have their own labtop cart for use along with electronic translators.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native Language support is given in our ESL program through encouraging the use and development of literacy skills in the native language. As Spanish is the highly predominant home language of students at Mott Hall High School, these literacy skills are built

and supported through 225 minutes of Spanish language classes given per week at this school. In addition, the availability of Spanish and French speaking teachers and other staff members gives many ELLs the option of communicating in their native language when needed. For our ELLs of other native language backgrounds, multi-lingual dictionaries, glossaries, and texts are given as they are available. In addition, Spanish and French have been offered as language electives in the school.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In order to make ELL students feel comfortable within the school a tour of our building is given so that they can feel safe in their surroundings. In addition, all new incoming students participate in the Summer Bridge program which is designed to acclimate freshmen to high school and are provided with a personalized appointment with their guidance counselor whenever needed. As it

remains the mission and vision of Mott Hall High School to give each student the individual attention he/she needs in order to thrive in a caring and firm family-like atmosphere, support services for ELL students extend beyond the classroom.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

**We offer Spanish as language electives.**

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not applicable**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following making content comprehensible for ELLs, demonstrating strategies to use with ELLs, including Native Language support and enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth. Staff development in the area of ELL instruction will continue throughout the year through professional development workshops (i.e. QTEL) on effectively providing ELLs with a high quality State standards-based education.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Guidance counselors will continue to focus on working on strategies with the ELL teacher during the Inquiry Team meeting to increase students performance . On going efforts will be made on addressing the needs of the ELLs in lowest-thirds category and as well as identifying the struggling former ELLs, providing them with support, tutoring and guidance. Individualized Action Plans for students will be guided by the information received and shared through Professional Development such as : Progress monitoring; College Readiness; Tracking Student by Cohort, Credit Requirement for Graduations; Monitoring Attendance and its Impact on Academics.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
In order to assist ELL's as they transition from middle school to high school the school provides professional development by the guidance counselor on strategies that can be employed to make transitioning easier.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
**Paste response to question here:**
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
**Paste response to question here:**
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
**Paste response to question here:**
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**Paste response to question here:**
5. How do you evaluate the needs of the parents?  
**Paste response to question here:**
6. How do your parental involvement activities address the needs of the parents?  
**Paste response to question here:**

#### **D. Additional Information**

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

**Paste response here:**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **M304** School Name: **Mott Hall High School**  
Superintendent:

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred languages of parents for both written and oral communication include Spanish, Arabic, French and English. Many of the parents speak English and prefer English in some cases.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The schools provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available. These documents are located in the main office or at the sign in location at the entrance of the the building.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Mott Hall High school provides many opportunities for face-to face meetings with parents through out the. There are regularly scheduled parent coferences throughout the year as well parent support and inquiry meetings to provide many students with the support they need to succeed. Orientations are also held for new English language learners to provide students and parents with adequate information on the programs provided by our school.

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school employs faculty members as translators (who are both fluent in two or more languages and who have experience translating documents from English to Spanish and English to French). These in house staff members are also used for verbal translations during parent meetings or for broadcasting verbal messages to parents via School Messenger. For assistance with languages other than Spanish and French, the school will utilize the Department of Education's Translation and Interpretation Unit for assistance in translating less popular languages in our school population. Depending upon availability, such interpretation services may be provided either at the location where the parent is seeking to communicate or by telephone.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Upon acknowledgement of parents needing translations, staff members will then follow the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in this regulation.

#### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

#### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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

