

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X242

School Name:

MOTT HALL V

Principal:

PETER OROSLANY

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Mott Hall V School Number (DBN): 12X242
Grades Served: 6-12
School Address: 1551 East 172nd Street, Bronx NY 10472
Phone Number: 718-620-8160 Fax: 718-620-8161
School Contact Person: _____ Email Address: _____
Principal: Peter Oroszlany
UFT Chapter Leader: Ilona Nanay
Parents' Association President: Yahira Lopez
SLT Chairperson: Peter Oroszlany
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lux Gonzalez
Student Representative(s): Kelby Perez

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1970 West Farms Rd Rm 154, Bronx, NY 10460
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718 542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718 828 2880 Fax: 718 828 2114

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)
Peter Oroszlany	*Principal or Designee	
Ilona Nanay	*UFT Chapter Leader or Designee	
Claudia Davis	*PA/PTA President or Designated Co-President	
Ana Mercado	DC 37 Representative (staff), if applicable	
Luz Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kelby Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alexa Riveria	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stacey Vargas	Teacher	
Neomaris Figueroa	Teacher	
Myra Cortes	Parent	
Beverly Lizarli	Parent	
Guadalupe Quezada	Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

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

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

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

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

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

The Quality Review and the 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 V is a secondary school with 651 students from grades 6 through grade 12. The school population comprises 20% Black, 73% Hispanic, 1% White, and 4% Asian students. The student body includes 11% English language learners and 22% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014-2015 was 91.0%

Unique/Important Characteristics of School: Founded as part of the replication model, Mott Hall V has the essential features of rigorous academics, advisories, school uniform, and with a focus on Math, Science and Technology. We have been an iLearn school for the past 5 years working on blended instruction towards our goal of a 1 to 1 student to computer ratio. While finishing our 10th year this year, the school's expansion to a 6-12 was only first completed in 2014.

Mission Statement: Mott Hall is dedicated to provide a nurturing, quality education emphasizing Mathematics, Science and Technology that will guide 6th through 12th graders to higher educational opportunities and lifelong success .

Collaborations/Partnerships: Mott Hall V currently partners with multiple CBO's in order to support the school in meeting its mission and vision. We are a College Bound Initiative (CBI) school which provides us with a full-time college counselor and resources to prepare students for their next steps after high school. In the middle school we also partner with Sports and Arts in Schools Foundation (SASF) to provide enrichment and support activities after the school day ends. Other partnerships include Lehman College and the College Now program, the Bronx River Art Center, Dream Yard, and the National Outdoors Leadership School.

Special Student Populations/Needs: Currently, about 22% of our students have IEP's and we offer programs in the small class, ICT and SETSS settings.

Framework Element MOST GROWTH: The framework element where we have seen the most growth is in Collaborative Teachers. Using a distributive leadership model, teacher leaders and teacher teams work with administration to set school agendas that aim at student achievement.

Framework Element – key area of Focus: This year's framework element where we will be focusing our attention is Rigorous Instruction.

12X242 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	671	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	29	# SETSS	10	# Integrated Collaborative Teaching
				35
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	6	# Drama
				N/A
# Foreign Language	15	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.3%	% Attendance Rate		91.0%
% Free Lunch	84.5%	% Reduced Lunch		3.7%
% Limited English Proficient	11.1%	% Students with Disabilities		23.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		20.3%
% Hispanic or Latino	73.3%	% Asian or Native Hawaiian/Pacific Islander		4.0%
% White	1.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.9%	% Teaching Out of Certification (2013-14)		23.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.4%	Average Teacher Absences (2013-14)		6.16
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.6%	Mathematics Performance at levels 3 & 4		12.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		53.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	88.9%	Mathematics Performance at levels 3 & 4		91.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	77.4%	% of 2nd year students who earned 10+ credits		80.6%
% of 3rd year students who earned 10+ credits	81.5%	4 Year Graduation Rate		79.5%
6 Year Graduation Rate	N/A			
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (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	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
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	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			
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	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 Graduation Rate (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			

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.

In the 2014-15 school year we had an 15% of grades 6-8 met standards in ELA and 17% in Math, all falling below the city average of 84%, 30% and 31% respectively.

According to our Quality Review, “ Higher order skills are emphasized in curricula and tasks in a coherent way so that all learners must demonstrate their thinking. Curricula and tasks are planned and refined using student work ensuring that all students, including lowest and highest achieving learners, have access and are cognitively engaged. All students, including ELLs, students with disabilities and highest achieving learners, are consistently exposed to higher level tasks across classrooms and provided with the necessary supports to access those tasks leading to college and career readiness for all students.” However, it was also noted that “the monitoring of student progress at the teacher team and classroom level as well as the regular use of checks for understanding have not yet resulted in increased mastery for all students and all learners are not fully aware of their next learning steps.” In other words, teachers and teacher teams are assessing students and looking at data, but not in a consistent and completely effective way. While we made gains in Domain 3, this year according to the Danielson observation data, this domain continues to lag behind the other three domains.

Reflecting on our vision and where we feel we have yet to grow, this year we will be focusing on creating classrooms where students will collaboratively engage in stimulating tasks, generate and solve thought-provoking questions and challenge peers' responses while tracking and monitoring personal growth and skill development.

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, school leaders will create and implement professional development that will focus on instructional support (including interventions and scaffolds) to increase rigor for all students, resulting in a 5% increase in our NYS ELA & Math Exams scores for our middle school.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teacher teams will reflect on the previous year's data to redesign curriculum and set benchmark goals for their classes		Sept- June	Data Specialist, AP of instruction, Department Chairs
Teacher teams will review and reflect on strategies being implemented for students who are working towards proficiency in English.	Long-term ELL's	Sept- June	ELL's coordinator, AP of instruction
Grade teams will target students who have historically struggled and by programming them in advisories that offer support in their areas of need while teaching them to set goals and self monitor	Grade-level lowest third/ off-track students	Sept- June	Grade team leaders.
Hold benchmark meetings with the parents of students in our target groups to build individual action plans that will be tracked and monitored throughout the year.	Grade-level lowest third/ off-track students	Sept- June	Grade team leaders.
Teachers will provide intervention services through lunch support, the School Support Center (after school) and through Saturday Academy to students identified in data analysis as need more support in meeting grade level promotional criteria.	Grade-level lowest third/ off-track students	Sept- June	Grade team leaders, Dept chairs
School administration designs on going PD based on Advance data after each observation cycle and monitors teachers progress based on their observation report's next steps.	Teachers	Sept-June	Administration

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Funding for Academic Intervention Services such as Saturday Academy and after school support will be set aside in the budget. Departments will be supported with a budget to attend PD by outside providers.</p>
<p>Part 4b. 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		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>Teacher teams will monitor progress of their classes' benchmark goals three times in the school year (Sept/Oct, February, and June) using both state data and simulated exam data. In addition school leadership will monitor teacher performance through Advance data reports after each observation cycle.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

According to the school’s Quality Review: The school has a culture of mutual accountability and staff takes ownership on improving their own practice and creating true partnerships with parents that result in increased student achievement. Leadership and staff successfully partner with families to support student progress towards high expectations connected to college and career readiness.

According to the NYC School Survey Report from 2014-15, Mott Hall V scored above average overall in School Environment and 94% of students said they felt safe in the school building and in their classes.

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.

By June 2016 the school will lower the number of suspensions in the 2015-16 school year by 5% as measured by OORS data.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Deans will partake in PD around Restorative Justice		September and October	School Deans
PD will be delivered by deans to support teachers with lower ratings in Domain 2 of Advance.	Teachers	September to June	School Deans
Restorative Justice structures will be introduced to both students and staff as a means to get to the root causes of misbehavior and to create consequences that heal the environments as opposed to removing the students from the environment.		September to June	School Deans
The school will continue to implement PBIS practices to reward positive behaviors in school and hold celebrations of students success on all grade levels throughout the school year.		September to June	School Deans, Grade Team Leaders
An outside consultant with CHANCES will work with a target group of students to support them in making positive decisions both in and out of school.	Students with above average disciplinary write ups.		Chances consultant, Guidance department.

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Deans will receive PD throughout the school year to support work towards PBIS and Restorative Justice. The school will set aside funding for incentives to support PBIS programs as well as</p>										
<p>Part 4b. 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	Title III, Immigrant
	C4E		21 st 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.

School data will be reviewed at the end of term one against data from last year to measure how PD and implementation of PBIS and restorative justice practices are affecting student suspension rates.

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.

According to the school’s Quality Review : All teachers are engaged in consistency examining teacher practice and student data within inquiry-based structured professional collaborations. Across the school teachers use common assessments to track student progress and make adjustments to curricula. Distributed teacher leadership is embedded across all areas of the school. School-wide instructional coherence is seen throughout all classrooms and teachers play an integral role in key decisions that affect teaching and learning across the school resulting in increased student achievement. All teachers meet twice a week during grade and department team meetings to analyze student data, review student work products, and share student academic as well as social emotional progress. In addition to these regularly scheduled meetings, the vast majority of teachers work in smaller informal learning group meetings during prep periods or communicate through emails to discuss best practices and individual supports for specific students who may need additional support.

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.

By June 2016, Content Area Teams will develop rigorous CCLS aligned units of study, performance tasks, rubrics, common grade level assessment and individual instructional goal sheets for students as measured by a 5% increase of our graduation rate.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Generation Ready consultant will support department chairs in using protocols to look at teacher created tasks and student work as well as coach targeted teachers.</p>	<p>Teachers</p>	<p>Sept- March</p>	<p>GR consultant, administration</p>
<p>Teacher teams meet in departments regularly, providing feedback to one another on teacher created materials.</p>	<p>Teachers</p>	<p>Sept -June</p>	<p>Department Chairs</p>
<p>Departments will meet and discuss student work (with various sub-groups represented) and student data on state exams and simulations to make further adjustments to curriculum</p>	<p>Students</p>	<p>Sept -June</p>	<p>Department Chairs</p>
<p>Teacher mentors will support teachers in planning and executing lessons which push students to meet grade level expectations for promotion.</p>	<p>Teachers</p>	<p>Sept -June</p>	<p>School Mentors</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>A consultant through Generation Ready will be hired for 20 days in the school building. School mentors will have program adjustments to allow for regular meetings with mentees.</p>										
<p>Part 4b. 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	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>Teacher teams will monitor progress of their classes’ benchmark goals three times in the school year (Sept/Oct, February, and June) using both state data and simulated exam data. In addition school leadership will monitor teacher performance through Advance data reports after each observation cycle.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

According to the school’s Quality Review : School leaders consistently communicate high expectations to the entire staff. Leadership and staff successfully partner with families to support student progress towards high expectations connected to college and career readiness. Distributed teacher leadership is embedded across all areas of the school.

We also note that in our Framework for Great Schools Report, we scored lower in this area than in Supportive Environment and Collaborative Teachers.

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, the school will move our instructional vision for the year, we will continue to raise its domain 3 components to an average of 2.70 as measured by the Advance evaluation system.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Set weekly agendas for the leadership team to norm feedback to teachers particularly around engagement and assessment.</p>	<p>Teachers rated developing in Domain 3.</p>	<p>Sept - June</p>	<p>Leadership Team</p>
<p>Facilitate 2 learning walks a term with teachers and teacher leaders to both continue to grow a common language and standard of practice along with empowering teachers to give each other helpful feedback around engagement and assessment.</p>	<p>All teachers</p>	<p>Twice a term</p>	<p>AP of Instruction, Department chairs</p>
<p>Teacher mentors with training from New Teacher Center will regularly meet with and provide feedback to both new teachers and those whose Advance data fell below the school average</p>	<p>New teachers and those below average in Advance.</p>	<p>Sept - June</p>	<p>School administrators, 5 school mentors.</p>
<p>Through a consultant from Generation Ready, develop school wide structures to push our instructional vision and coach specific teachers towards making gains in Domain 3.</p>		<p>September - March</p>	

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>A consultant through Generation Ready will be hired for 20 days in the school building. School mentors will have program adjustments to allow for regular meetings with mentees.</p>											
<p>Part 4b. 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		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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The administration team will use google doc to input teachers Advance rating, o monitor the teachers improvement

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.

According to the school’s Quality Review : The school has a culture of mutual accountability and staff takes ownership on improving their own practice and creating true partnerships with parents that result in increased student achievement. Leadership and staff successfully partner with families to support student progress towards high expectations connected to college and career readiness. Parents spoke about how teachers not only communicate with them on a daily basis using the school’s website Pupil Path, but that they also regularly provide them with strategies to support their children when they are working at home. Several parents specifically spoke of how workshops such as “Math Night” and “Study Skills and Organization” have been extremely helpful in providing support at home. The school’s parent coordinator works collaboratively with the parent association to ensure that all parent workshops are dual language to serve the large number of bilingual speaking parents in the community. The principal provided evidence of additional parent workshops on topics such as transitioning to middle school and reading skills. Parents can implement reading strategies at home with their children. Furthermore, the school is scheduled to have additional workshops based on parent interest.

Based on the data from our most recent survey, with 62% of parents participating, over 95% of parents were satisfied with the school’s instructional core, systems for improvement and school culture. One noted area of growth that stands out is 10% stated that they never had been invited to an event at the school.

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.

By June 2016, increase 5% we will increase the number of parents to attend school wide academic and enrichment events measured by attendance sheets signatures.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Set up a system updating and maintaining parent contact information.	Parents	Sept- October	Office manager
Create workshops through the Parent Resource Center to help parents to support their children in course work and meet their academic goals.	Parents	Sept - June	Parent Coordinator
Monitor teacher outreach to parents on a regular basis.	Teachers	Sept - June	Administration
Plan and hold periodic community events connected with students' learning (Science Expo, Family Math Nights, Arts Expos, etc).	Teacher teams	Sept - June	Department Chairs

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Workshops will be funded through Parent Association budget allocations.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>In February, parent attendance numbers (based on sign ins and PC reports) will be compared to turn out in the previous years.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

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

	the credits necessary for graduation.			
Science	Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.		One to one, small group	During and after school
Social Studies	Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.		One to one, small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	On a case by case basis		One to one, small group	During and after school

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	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

na

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.

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. 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 that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	530,518.00		
Title II, Part A	Federal	0		

Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,111,673.00		

¹Explanation/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.

²The **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.

Parent Involvement Policy (PIP)

MHV PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

MH5 is 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 V</u>	DBN: <u>12X242</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>74</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</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: _

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

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

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

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

Part C: Professional Development

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

Part D: Parental Engagement Activities

ELL parents including group callings and individual telephone calls are conducted in English and in the student's home language, as appropriate. Our school monitors the attendance of parents at all school functions and asks for feedback from the parents.

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$9,000</u>	Programs to support academic instruction: afterschool programs NYSESLAT / Regents Prep / Saturday Intervention - 2 teacher x 3 hrs per week x 14 weeks = 100 hours @ \$51.51= 4,326.84 Student Support Center -2 teachers x 1.5 hrs per week x 28 weeks = hrs @ \$51.51 = \$4,326.84 Teacher per session for parental involvement : 1 teachers x 2 hr for 3 sessions = 6 hrs @ \$51.51 = \$309.06
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$480</u>	To purchase supplemental materials (Keystone resource books & videos, Regents preparation workbooks - \$200; folders - \$30; bilingual glossaries -\$100)
Educational Software (Object Code 199)	<u>\$1750</u>	Achieve 3000 for other groups of ELLs <u>\$1,750</u>
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11, 200</u>	_____

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 12	Borough Bronx	School Number 242
School Name Mott Hall V		

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 Peter Oroszlany	Assistant Principal Timothy Goettelmann
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Erika Forgacs	School Counselor Denisse Starks
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Faye Lopez-Rosae
Related-Service Provider Karina Medina	Borough Field Support Center Staff Member Wladimir Pierre
Superintendent Rafaela Pacheco Espinal	Other (Name and Title) type here

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	2	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	1
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)	701	Total number of ELLs	67	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	28
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	17

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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	20	3	3	30	0	13	17	1	12	0
Total	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
TOTAL	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
TOTAL	0	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
TOTAL	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							18	10	11	11	5	4	1	0
Chinese														0
Russian														0
Bengali							1	1				1		0
Urdu														0
Arabic								1						0
Haitian														0
French									2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Hausa								1						0
TOTAL	0													

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
Entering (Beginning)							5	0	3	1	0	0	0	0
Emerging (Low Intermediate)							1	2	4	2	1	1	1	0
Transitioning (High Intermediate)							6	2	3	4	1	2	0	0
Expanding (Advanced)							7	9	5	2	3	2	0	0
Commanding (Proficient)							4	3	5	4	0	2	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	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							8	6	12	6	1	5	4	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	7	0	0	0
7	16	2	0	0	0
8	9	4	0	0	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	11		4						0
7	16		2						0
8	9		4						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	3		5						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	4		3	
Integrated Algebra/CC Algebra	15		12	
Geometry/CC Algebra	6		4	
Algebra 2/Trigonometry Math _____	1		0	
Chemistry	0			
Earth Science	6		3	
Living Environment	16		10	
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	13		4	
Geography				
US History and Government	5		3	
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.
 NY State ELA results and Writing Rubrics are used to determine the reading levels and writing abilities of ELLs. The data has guided us in providing instruction targeted to the specific needs of our students. The information helped to inform our school as to the reading and writing trends common among our ELLs. As a result, we formed AIS groups and writing tutorials to assist our students with reading comprehension, word study for phonics, vocabulary development, spelling through direct instruction, and process writing. In examining the data, we noted interesting trends especially in reading. In starting our AIS groups, we noted increased mastery of the CCLS. This was done by practicing these standards with fictional and informational passages through comprehension questions and vocabulary instruction. In the High School, students' historical testing data, reading baselines given in the 9th grade through in ELA classes, and writing baselines using NYC performance tasks are used to assess early literacy skills of ELLs. Students are scheduled for writing courses to meet their needs as ELLs and are given access to targeting software, such as No Red Ink, to improve skills such as grammar and syntax. A vocabulary curriculum around academic vocabulary supplements advisory classes in 9th and 10th grade where students are grouped by learning needs and strengths.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data from the Spring 2015 NYSESLAT and our 2 students who tested in the NYSITELL revealed that our entering and emerging students are in need of listening/speaking development as well as reading/writing, while many of our transitioning and expanding students are in need of specific reading and writing instruction. As a result, we are best able to prepare student through listening, speaking, reading and writing activities in the classroom.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The school uses the AMAO tool to identify the number of ELLs who are deemed at risk and to compare this with other subgroups. We have identified a pattern of a disproportionate number of ELLs earning an at risk level of 5 or higher. Additional support has been built into the school day using lunch support and after school support for students from 3:15-4:15 and/or on Saturdays, targets these students found to be "at risk."
- 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?

Across all grades we have identified that ELLs need to practice in the all four modalities: listening, speaking, reading and writing in order to become successful on the State Tests and the new NYSESLAT exam. For this reason we have designed our ENL program around a speaking, listening, reading and writing program that addresses these four modalities. Reading support is offered through the AIS groups in the middle school high school level. Students are allowed to take practice tests in their native language as part of their preparation for state exams but few students show that they perform at a higher level with this support. This is a pattern found across all grade levels. ELL periodic assessments are used as tools to support students in their ENL classes in making gains towards a commanding score. If students still score in low on these assessments and scoring higher on assessments in the home language, it would merit a decision about the student taking an assessment in their home language. Based on how they perform throughout the year, grade team teachers along with the student's ENL teacher make the determination of how they will take their end of year assessments.

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*.] Grade teams use scholarship data to identify students who are struggling in their current classes and develop action plans for groups of student including ELL's. In departments, teachers analyze state assessment data to revise and improve curriculum as well as the data from periodic assessments. Teachers, who are part of the respective grade team meetings, create RTI groupings of students to receive instruction in that subject area where they most need help with. ELLs are grouped in this way too.
6. How do you make sure that a student's new language development is considered in instructional decisions? All staff members receive PDs that offer materials and ideas about how to provide multiple entry points to students. Strategies and best practices, including those for students developing their second language, are shared in department and grade meetings and are noted in observations. For Entering students and new comers, materials in the students home lanugage are provided through the use of translating software or through educational software offered in mutliple langages (i.e. brainpop). These resources are also provided when a student's scores are low across the board on the NYSESLAT. Students are given assessments in their home language which are measured against ELL periodic assessments for growing proficiency in English. For students who have earned "EN" but who score higher in Listening and Speaking, these materials are provided less. Through a distributive guidance model facilitated through advisories, students are able to share and celebrate their backgrounds with their peers and events such as Culture Day during Spirit Week, allow students to share both their language and culture with the school community.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). By looking at data from both end of year assessments in previous years and periodic assessments throughout the year, we reflect on the areas of strength and areas in need of improvement in the ENL program. Qualitative data is also collected and feedback for improvement given, through cycles of observation in ENL classrooms. Each year, improvements are suggested as data is reviewed.

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 Mott Hall V, the ELLs are identified upon admission to the school and throughout the school year. After the parents of the newly enrolled students complete a Home Language Survey, which is done in the presence of Ms. Forgacs, a certified ENL teacher and a translator who speaks the parent's language, we identify the potential ELLs. Then within ten days of their enrollment, these students are administered the NYSITELL to determine their level of English proficiency. For Spanish-speaking new entrants who score at or below the cut scores on the NYSITELL, we also administer the Spanish LAB in order to determine language dominance for instructional planning in providing bilingual and ENL services. Based on their scores, the school decides whether they are eligible to receive services as English Language Learners.

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).
Students are initially interviewed when they arrive at the school to ascertain their social and education history. In addition, parents complete the section of the HLIS regarding past education. The same steps are conducted for all students who are determined eligible for the NYSITELL. If student in grade 6-9 is determined to be an ELL, scores as EN or EM, and the student's history indicates inconsistency or an interruption the SIFE questionnaire is administered (in the student's home language if necessary) and an initial SIFE determination is entered within 30 days of enrollment.
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).
If a student is determined to be eligible for the NYSITELL but also has an IEP, the Language Proficiency Team must convene to determine if the exam will be given. A qualified translator is present for parents in the meetings. The team is made up the assistant principal, the ELLs coordinator, the Special Education Coordinator and the child's parent. Based on evidence from the student's educational history in his/her home language (assessments given in the home language), the students use of language at home and evidence provided by the CSE based on assessment results and the child's IEP. If the team determines that the student may have English language acquisition needs, the students takes the NYSITELL. If the team determines that the learning disability is what would hinder a student from showing proficiency in English, they recommend that the student not take it. The principal must then accept or reject the recommendation. If he accepts it, this goes on to the superintendent's office which as 10 days to accept or reject the recommendation. If rejected the school has 5 days to administer the NYSITELL and then place student in the appropriate program based on the parent selection.
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.
Initial Entitlement letters are mailed to the parents in their preferred language within the first ten days of enrollment. The ELLs coordinator Ms. Forgacs, mails these letters and keeps copies for school records in the ELLs coordinator's locked filing cabinet. Returned forms are collected from students during ENL classes or during homeroom where they are then stored in the ELLs coordinator's room by the coordinator. She also collects and stores the Parent Survey forms and Program Selection forms. If the parents choose a program that is not available in our school, we inform the parents of other schools that offer that particular program. If a program becomes available in our school, we make sure that this information is sent to the parents that had previously opted for that particular program. Our ENL teacher and the parent coordinator are in charge of reaching to all the parents. For the past five years, at Comprehensive Model School Project, 96% of the ELL parents have opted for the Freestanding ENL program, which provides all instruction in English through the use of specific instructional methodologies. The program model offered at our school is aligned with the parent requests.
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).
During orientation, the parent learns that if their child is determined through the ELL identification process to be an ELL or a non-ELL, that they can request a Re-Identification determination and have the process begin again within 45 days of enrollment. This information is also provided when entitlement / non-entitlement letters go out.
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.
Based on results of the HLIS, within the first 1-2 days of a student's arrival at the school, the parents of newly arrived students are invited to attend a parent orientation meeting with Ms. Forgacs, the ELLs Coordinator, where they view the Parent Orientation DVD in their preferred language and complete the Parent Choice Survey. The parents are given the opportunity to ask questions about the three educational programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and services available for their children in New York City schools and our school respectively before making their choice. Translating services are provided by the translation line if necessary. Parents are also informed about the default TBE program determination if the selection form is not returned within 5 school calendar days of the orientation.
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.
The ELLs coordinator collects and stores the Parent Survey forms and Program Selection forms. If the parents choose a program that is not available in our school, the parents is informed of other schools that offer that particular program. If a program becomes available, this information is sent to the parents that had previously opted for that particular program. The ENL teacher and the parent coordinator are in charge of reaching to all the parents and sending correspondences in the parent's preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
As per the parent survey forms, they are all completed in school when the parent survey is being administered. If the parent asks for more time and then does not return the selection form, the ELLs coordinator and Parent coordinator are in charge of reaching the

parents who need to return the program selection forms that have not been returned within the time frame, and then as per CR Part 154.2, if a form is not returned, the default program for the student is bilingual Education. Because we currently do not have a TBE program, a child whose parent does not return the program selection form is counted towards the number of students for TBE in that grade level until it meets a threshold of 15 per grade in 6-8 and 20 per grade in 9-20, whereas a bilingual program will be opened.

9. Describe how your school ensures that placement parent notification letters are distributed.
After the administration of the NYSITELL to a student and the answer sheet is scanned at the school, a placement level in the English Language Proficiency is decided for the student. The ENL coordinator ensures that a placement letter is mailed to the parent in their preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL coordinator ensures that all ELL documentation is stored in secure individual files.
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.
In order to measure students' progress of English language skills in listening, speaking, reading, and writing and determine proficiency levels (beginning, intermediate, advanced), the NYSESLAT is administered in the spring of each year. NYSESLAT scores help identify who should continue to receive ENL services and determine ELL's proficiency levels so that ELL services and instruction can be maximized to meet our students' needs. Data from the RLAT report in the ATS system is used to determine NYSESLAT eligibility. This report provides raw scores of the latest NYSESLAT. The RLER report from the ATS which provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and listening/speaking is also used. In February, a NYSESLAT testing schedule is created that allows the two ENL teachers to administer the NYSESLAT to each other's students during the class periods where they normally receive their ENL services. Preps and professional periods are used to score the writing section of the exam. All testing materials are prepared and packaged by Ms. Forgacs and Ms. Cuni with support from the school's testing coordinators. Students who are absent for a particular section are scheduled for a make up of the exam in the days following.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Each year continued entitlement letters are mailed home to parents in their preferred language by the ELLs coordinator with the results of the previous year's NYSESLAT using the RLAT screen in ATS. The ELLs coordinator mails these letters and keeps copies for school records. Returned forms are collected during ENL classes or during homeroom where they are then stored in the ENL room by the coordinator.
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).
The current trend of program selection made by parents at Mott Hall V has been English as a Second Language by 95%. The school is prepared through continued monitoring of program selections made by parents to adapt to the needs that are identified. A parent who selects a bilingual program not available at our school will be provided a list of schools in the district that offer said programs. If the parent chooses to keep their student at Mott Hall V, they will be informed of a list that the school maintains of all parents who request TBE programs. When the TBE list identifies 15 students of the same native language in two consecutive grades in the middle school or twenty students in any single grade in high school, we will create a bilingual class to accommodate the identified need.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

Mott Hall V is proud of its ability to maintain and develop excellent academic performance for its students. In an effort to support our English Language Learners we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous freestanding ENL program is both a push-in and pull out instructional model. A large percentage of our instructional plan calls for collaborative planning and curriculum-aligned support. We use ELLs strategies both in the pull out and push in models. Students who are ELLs but do not have an IEP are grouped together in one homeroom on each grade level in the middle school to allow for an integrated push in model for ELA classes. Students are then scheduled for stand alone ENL classes based on data so the ENL teacher works with students in the EN and EM in one section and TR and EX in another. Small groups are also constructed to provide AIS twice a week with the ENL provider for students. Mandated after school sessions are also part of our flexible planning model for stand alone ENL.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

Students are scheduled for stand alone ENL instruction through ENL writing classes, AIS groups and mandated scheduled pull out support dependent on their mandates (180 or 90 minutes). Stand alone ENL classes are offered through AIS scheduled classes and pull out support. Integrated ENL instruction occurs in writing classes (180-90 minutes) where students work on ELA and SS content integrated with instruction to meet their needs as ELLs and count towards credit in their core subjects. Integrated instruction also occurs when our ENL teacher pushes in to ELA or subject area classes. For high school students who need the additional 180 minutes a week, services are provided by 3, 60 minute additional periods of instruction added on to the school day with an ENL teacher.
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 pull out and push in component of our ENL plan requires co-teaching and individual direct instruction. This individualized and small group instruction includes a variety of hands on strategies to include flexible grouping, cooperative learning and scaffolding techniques in reading and writing. The pull out program more finely targets the strengths and needs of our entering, emerging, transitioning and expanding and commanding students . It addresses the four modalities based on basic interpersonal conversational skills as well as a strong emphasis on cognitive academic language proficiency. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through the use of accountable talk, active listening in addition to shared reading and writing structures during our pull out time. These approaches include process writing, balanced literacy, vocabulary development, cooperative learning, grammar language structures, contextualization and use of technology. More specifically stated it includes wide scale use of vocabulary development builders, close exercises, multiple choice comprehension checks, reading reinforcement activities, discussion starters, role play, listening skills exercises, key grammatical structures, quizzes and tests appropriate to students' grades and level of proficiency. These strategies cross all curriculum areas and provide ongoing assessments based on the English as a Second Language standards in literacy and social studies. Differentiated instruction is pursued through a well balanced literacy model. The Bloom's Taxonomy elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedback. In addition, all ELLs are provided instruction in all four modalities -- listening, speaking, reading and writing -- with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way, but the grammatical language structures and vocabulary are more advanced. With such diverse learning approaches ELLs are able to discover language through experiments and process writing approaches.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

If a student enters and is identified as a beginning ELL they are given the opportunity to practice state exams in their native language. Results of the Spanish LAB are also used for students whose home language is Spanish. If they perform better in these practice exams they are able to take the exam or have a copy of the exam in their native lanugage during the test administration.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are grouped according to their strengths and areas in need of growth in terms of the four modalities. While a majority of assessments revolve around reading and writing, students have the opportunity to practice their speaking and listening skills through group or paired discussions on a daily basis. The ENL teachers create lessons around a topic or theme that address all four modalities in order to help students advance in their English Language Development. Strategies such as "Think-Write-Pair-Share" offer students the ability to practice multiple modalities and receive feedback from the ENL teacher.

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

We pay special attention to our SIFE population through differentiated instruction. SIFE students are included in Balanced Literacy Reading Writing Tutorials, and AIS groups where we scaffold comprehension by paying special attention to vocabulary development. We also push in to provide extra support in the content areas. Students who are new to the country have benefited from an increase in access to visuals and graphic organizers. Additional support through the use of the Rosetta Stone software is also available to these students. Special attention is provided to long term ELLs by an intensive reading and writing instruction. Additionally we provide extra support in preparation for the NYSESLAT, in order to support their exit from the program. In order to provide the best possible support to the ELLs that receive Special Education Services, we at Mott Hall V, increase the application of visual support to help them have a better understanding of the writing process. Also to increase their comprehensible input and meaning experiences we use scaffolded reading strategies, and an increased application of kinesthetic strategies that support vocabulary development, syllabication, phonics and spelling. IEPs of individual ELLs are reviewed to make sure that all recommended instructional strategies are properly implemented during instruction. ELLs who fall in the 4-6 year category are also given additional support with moving them from Entering to Emerging to Transition to Expanding and finally to Commanding. Students who have passed the NYSESLAT are still supported through instructional strategies in the classroom like graphic organizers and visuals as well as testing accommodations as needed. In addition these students are also provided with 90 minutes of Integrated ENL services either through a co-teaching or push in model with an ENL teacher or through AIS services depending on their needs. Like all current ELLs, up to two years after earning proficiency on the exam or having earned a "commanding" level, former ELLs will still receive testing accommodations that they are entitled to.

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.

If a student is re-identified having gone through the previously outlined process initiated within 45 days of enrollment, the grade team of that student will follow the child's progress through a protocol of target students used on each grade level. Interventions will be set (after-school or lunch support, Saturday academy, peer-tutoring, etc) to ensure that the student is not adversely affected by the re-identification process within the first 6-12 months. In this time the principal, based on evidence from the team, including the parent and the an ENL teacher, determines that the re-identification should be appealed in which case, the case moves to the superintendent's office.

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?

ENL teachers read students IEPs in order to determine what strategies will most successfully be implemented to meet both their learning needs and their language development. The use of strategies such as graphic organizers, visuals, sentence starters or framers, writing templates, hands on activities, scaffolded questions, etc, support learners with multiple needs. Targeted software such as iReady and No Red Ink also support students in picking up on their individual needs and levels. When a student has multiple mandates from both ELL entitlements and IEP mandates, the school uses flexible scheduling (through data driven writing and AIS groups) the push in and co-teaching model as well as after-school and lunch support in order to best service the child.

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?

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

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.

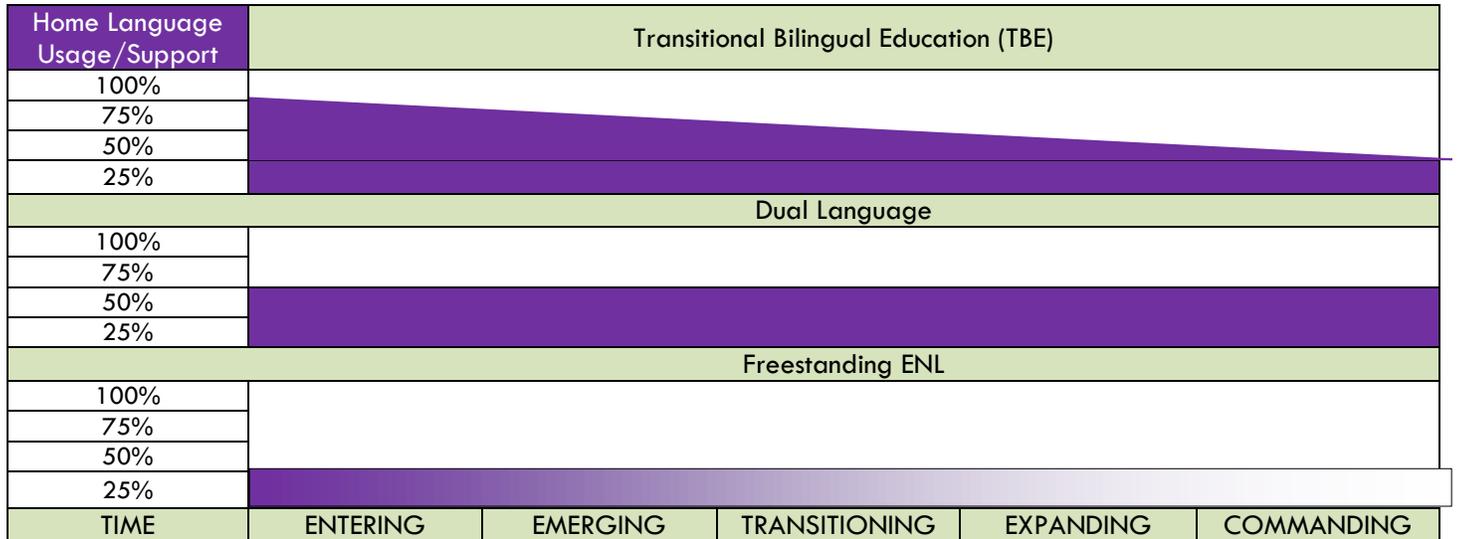


*Note “other approved services” does not apply to New York City at this time.

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. AIS groupings are made throughout the school based on students' previous state test scores as well as periodic assessments given in house. EN and EM ELLs are first targeted for language acquisition, with tier 1 vocabulary and more supports (glossaries, translating services from home language, etc), while transitioning and expanding students are exposed to more academic vocabulary instruction and exposure to non-fiction texts related to units of study in Social Studies and Science. ELA and Math after school and Saturday Academies are planned and delivered for all students, including ELLs with groupings determined by periodic assessments given in those two content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We have developed an ENL instructional plan based on student's data from state examinations, teacher initiated reading and writing assessments along with periodic assessments. Our English Language Learners have shown improvements by either testing proficient in the NYSESLAT or moving from one level to the next. In our 6-12 model, the number of ELL students gradually decreases as they progress through the school (i.e. only 1 12th grade ELL), and 3 of the 4 11th grade ELLs passed the ELA comprehensive Regents last year. Former ELLs are also having success as they progress through high school. We have made strides in infusing content into our ENL program so that students are supported in subject areas, particularly Science and Social Studies by working on non-fiction texts and argumentative writing.
12. What new programs or improvements will be considered for the upcoming school year?
We are currently looking into adding resources which allow students to gain more access to listening and speaking exercises at their own pace by creating multiple "centers" in the pull out classroom which best meet students' needs. A new resource "Language Power" will be added to the ELL program in the middle school. This resource will enhance and develop students' English Language Development based on their Beginner, Intermediate, or Advanced level.
13. What programs/services for ELLs will be discontinued and why?
We have discontinued our use of Achieve 3000 in our stand alone ENL classes due to the lack of frequency we found students using the software on their own.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All school services correspond to ELL's age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ENL instructor conducted throughout the school day. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students. During the 2014-2015 school year all ELLs have been offered the possibility of meeting with their ENL teacher for help in developing their English Language two times a week after school.
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.
In order to support ELLs, differentiated instructional materials are used in the classroom like computers, smartboard, dry erase boards, recorders, manipulatives, graphic organizers, visuals, etc. Targeted software such as iReady and No Red Ink are used to assess and meet students where they are. Teaching resources available in multiple languages such as Brainpop, are used in some content classes to support newcomers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students are offered glossaries and dictionaries in their native language to use in the both ENL classes and in content courses. Teachers also provide texts and readings in native languages for beginner ELLs who have literacy proficiency in their native language. When students have had experience using these resources they have access to them for their end of term assessments.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Depending on the student's proficiency and age, materials are adapted so as not to look childish or elementary, even as a student's ability to comprehend the language may be low. Websites such Newsela, Text Compactor or Google Translate are also offered to students, particularly in the upper grades to support their comprehension of more complex, denser texts.
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).
Student orientation workshops are provided to assist newly enrolled ELLs before the beginning of the school year and are planned and facilitated by the school's assistant principals. New ELLs who arrive mid-year receive an orientation through Ms. Rosa, our parent coordinator, are given a tour of the school and are paired with a student to support them in their first weeks.
19. What language electives are offered to ELLs?
French and Spanish are offered as World 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)?

Paste response to question here:

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.)
At Mott Hall V we believe that the school is a place of learning not only for the students but for our entire team. Seeing as our ELL population continues to grow each year, particularly in the 6th grade, we've planned for professional development in the school day and offered outside PD to teachers and staff alike including administrators, paraprofessionals, guidance counselors, special and general education teachers, school psychologists, school secretaries and the parent coordinator on serving ELLs. New requirements laid out for the 2015-2016 school year are reviewed with the entire staff to ensure that the needs of all of our students are met.
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?
All teachers in the building will receive PD specifically focused on servicing ELL's across content areas as well as learning about Universal Design for Learning in order to better plan with all learners in mind. In past years, department chairs in both ELA and Math have received outside training provided by the city on meeting the needs of ELLs. Our ENL coordinator attends PD provided by the borough and passes along opportunities for PD to other teachers. This year, Saturday PD sessions on meeting the needs of all learners with a focus on ELLs are provided.
Each week teachers meet in grade teams to discuss any difficulties students, including struggling ELLs, may be encountering across content areas. Teachers continue to provide feedback to one another on their common core aligned unit plans and the student work that follows through set protocols which are run in department meetings weekly. The student work of ELLs is a talking point in these protocols in order to further the development of teachers to meet the needs of all learners and to follow up from previously provided PD. Outside of teacher team meetings, the school has an SBO for 4 additional PD times. These PD's take place on the first Friday of October, December, March and May. Agendas are kept on file from these PD days by administration and attendance is recorded through the payroll secretary.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Through advisories students are engaged in activities to both build community with their peers and also best prepare them for the social and academic challenges they may face throughout the year. Teachers are trained as advisers with a curriculum which pulls from multiple sources to best meet the needs of our student population. Advisories are also built to be smaller in class size to provide more attention to each student, including ELLs.
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.
In addition to our ELL coordinator sending out resources to staff through our school list serve, explicit PD during the whole school PD time (half days or chancellors days) occurs at two different times (1-2 hours each). ELL-specific PD also occurs more regularly through teach team meetings as teacher conference over students work, with an ELL representative and discuss strategies to support other ELL students in the school. We have structured meetings to look at either unit plans to address the needs of learners or student work analysis, at least once a month in our department team meetings.

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?

Each year when entitlement or non-entitlement letters are sent out, parents are invited to meet with the ELL coordinator, either ENL teacher or the assistant principal to further discuss their student's program. Using the parent engagement time of 40 minute per week, teachers reach out to parents to hold conferences about progress. The Parent Resource Center is also open 4 days a week for parents to come into the school and check their students' progress using the online grading system. These are also opportunities to schedule conferences when necessary. When necessary, the parent coordinator or our family worker are used to support in translation services. Outreach to parents is documented in our online grading system and labeled as "outreach."

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 here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Mott Hall V ensures that all parents, including parents of ELLs will be afforded the opportunity to participate in school meetings. Activities include: Holding monthly PTA meetings, SLT and all sub-committees of all of these bodies, Parent Teacher conferences, cultural nights, orientation meeting for incoming 6th grade families, workshops, hiring of a parent coordinator , developing a parent resource center. The Parent Coordinator and PA President survey parents about their needs and create workshops accordingly. Our procedures for informing the parents in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: in addition to the above-mentioned parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Translations of all documents are provided in the student's home language. The parent coordinator will provide parents with a monthly parent packet that will include, but is not limited to, parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year. Communications with ELL parents including group callings and individual telephone calls are conducted in English and in the student's home language, as appropriate. Our school monitors the attendance of parents at all school functions and asks for feedback from the parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? School partnerships with PENCIL and CBI have provided workshops to parents with translations services provided.
5. How do you evaluate the needs of the parents? The school not only reviewed the results of the annual School Environment Survey but also surveys created in house to gauge parent interest and parent satisfaction with current offerings.
6. How do your parental involvement activities address the needs of the parents? Parent needs are assessed through surveys given at the beginning and periodically throughout the year through the PA. One example of a workshop which arose from interest in the past was given by immigration lawyers who presented parents with options in case someone in their family did not have documentation to be in the country.

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: **12x242** School Name: **Mott Hall V**
Superintendent: **R. Espinal**

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) 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.

In examining the data reported on the RDGS ats report, Home Language Surveys, and Student Emergency Contact cards, we have noticed that a high percentage of our students come from Spanish speaking families. Furthermore, during our parent orientation sessions, we have observed a substantial number of parents that do not comprehend the English lanaguage sufficiently to participate without translation services.

As stated above, in analyzing the data and meeting the parents of our students, all information, either in written form or oral presentation, in our school is provided in the parents home languauge using either materials provided by the DOE or translation services.

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.

For both written and oral communication, the majority of parents' preferred language in our community is Spanish and English. We also have parents whose home language is Bengali, French, Arabic, and Hausa.

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.)

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

2. 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.

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

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 staff identifies parent preferred language via ATS . Informal documents are translated by language access coordinator or the school secretary. IEP related documents are translated by translation & Interpretation unit, which are also called in for IEP meetings when a trained staff member is not available to translate.

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.

School staff identifies preferred language via the ATS system. Translation & Interpretation units are used. If we are unable to connect the bilingual guidance counselor is utilized.

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.)

The school hands out brochures , language ID guides and language palm cards during staff meetings. Posters on the main office wall and security desk include the language ID guide.

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 school will post all of the above in office and lobby of school.

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 designs and uses surveys to gather suggestions on future services and feedback on past services.