

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X252

School Name:

MOTT HALL BRONX HIGH SCHOOL

Principal:

KATHRYN MALLOY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: MOTT HALL BRONX HIGH SCHOOL School Number (DBN): 09X252
Grades Served: 9-12
School Address: 1595 BATHGATE AVE
Phone Number: 718 466-6800 Fax: 718 466-6801
School Contact Person: Stephanie Zaccardo Email Address: szaccardo@schools.nyc.gov
Principal: Kathryn Malloy
UFT Chapter Leader: Sharlene Simpson
Parents' Association President: Jannie Brisbane
SLT Chairperson: Stephanie Zaccardo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Cecilia Perez
Student Representative(s): Emily Sarduy, Jennifer Serrano, Raed Nagi

District Information

District: New Visions Superintendent: Juan Mendez
30-48 Linden Place Room 307
Superintendent's Office Address: Flushing, NY 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: _____

Borough Field Support Center (BFSC)

BFSC: New Visions Affinity Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, Y 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

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)
Kathryn Malloy	*Principal or Designee	
Sharlene Simpson	*UFT Chapter Leader or Designee	
Jannie Brisbane (IA)	*PA/PTA President or Designated Co-President	
Gicary Peguero	DC 37 Representative (staff), if applicable	
Cecilia Perez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Emily Sarduy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jennifer Serrano		
Raed Nagi	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vanessa Grzybrinski	Member/ AP	
Argentina David	Member/ elected teacher	
Deborah Morillo	Member/ elected parent	
Cassandra Sarduy		
Stephanie Zaccardo	Member/ AP	

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.

Our mission: "Mott Hall Bronx High School uses a liberal arts curriculum to prepare students for college and empowers them personally and academically to succeed in an ever changing world."

Mott Hall is an International Baccalaureate (IB) school offering the Diploma Programme in 11th and 12th grades with an open admissions policy (any student may take IB classes regardless of grades or test scores). We believe in the program's ability to provide high standards and prepare our students for the rigors of college and career. We use it as a guiding light for much of what we do in the school. The IB programme brings a high degree of rigor and coherence which we seek to imbue in all aspects of the school. IB's influence is clear in our school culture, curriculum and assessments.

Other significant partnerships include the New Visions for Public Schools, College Bound Initiative (CBI), buildOn, the Center for Supportive Schools and Learning Systems Associates.

We are a Title 1 school. About 24% of our students have IEPs. We offer flexible programming so students are programmed into the least restrictive environment for their core classes. We have expanded and continue to expand our Special Education department. The needs of these students varies and we seek to use the IEP creation and revision processes to negotiate how we meet these students' needs. All of our content area teachers teach at least one Special Education class and participate in cycles of inquiry into how to best meet the students' needs.

Currently about 11% of our students are classified as English Language Learners (ELLs). We have students whose proficiency ranges from newcomers with no English to advanced students who are successful in our most rigorous IB courses. We have hired two additional ELL teachers who work closely with English and Social Studies teachers to customize lessons to meet the needs of our ELLs.

Some of our school's strengths are: providing a supportive and nurturing environment for our students and staff; specialized Periodic Assessments aligned to those from IB; inquiry-based PD cycles; a reflective culture focused on improvement; strong school community including quarterly "Mott Holla" celebrations of academic and personal achievement; monthly grade wide community meetings; distributed leadership and full alignment to the Common Core standards through the use of Atlas-Rubicon curriculum mapping software; community service days; etc.

This past year we leveraged the instructional focus to engage in inquiry-based cycles of learning around the question: "How can we use collaboration to improve student engagement in our classrooms?" The outcomes include the following collaborative practices:

- Science and Math: Use of a problem-solving protocol: "The Big Brain"
- English: Collaborative close reading (Lit Circles)
- SS: Collaborative document analysis using the OPVL (Origin, Purpose, Value, Limitations) lens: a tool for students to evaluate primary source documents.
- French: Making meaning protocol

- Art: Peer critique
- PE: Collaborative assessment of skill mastery in teams
- ToK: Seminar
- College Advisory: Circles, PGC (Peer Group Connection).

Last year we began implementation of the Achievement Mentoring program (AM) which trains staff members to be mentors to students at high risk for dropping out. We continued with the Peer Group Connection (PGC) program that helps ninth graders successfully transition to high school by training older students to serve as peer leaders. With the help of our Curriculum Mapping Consultant we are fully aligned to the Common Core standards in every class and are transitioning existing curriculum to Atlas-Rubicon.

Some of our challenges include: ensuring students earn college ready scores on their Regents exams; engaging parents; differentiating instruction for English Language Learners and Students with Disabilities.

09X252 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	403	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	15	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.3%	% Attendance Rate			84.9%
% Free Lunch	86.3%	% Reduced Lunch			3.7%
% Limited English Proficient	12.1%	% Students with Disabilities			25.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			21.4%
% Hispanic or Latino	76.3%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.98	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			26.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.7%	Mathematics Performance at levels 3 & 4			49.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	72.2%	% of 2nd year students who earned 10+ credits			62.1%
% of 3rd year students who earned 10+ credits	76.3%	4 Year Graduation Rate			69.0%
6 Year Graduation Rate	88.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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				

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.

- 2015 Academic results vary from one teacher to the next.

- English Regents Pass Rate:
- English Regents College Readiness Rate:
- US History Pass Rate:
- Global History Pass Rate:
- Algebra Pass Rate:
- "Rigorous Instruction" portion of 2014-15 School Environment Survey: 2.84 "Approaching Target". Parents and students had a stronger view of Rigorous Instruction than did teachers

Our analysis revealed the following strengths:

- Strong implementation of CCLS in English Language Arts classes.
- High level of awareness of CCLS among teachers of content-area classes.
- Improved efficacy of Professional Development within the school
- Improved curriculum design skill in the area of unpacking standards
- Clear expectations around passing Regents needed for graduation.
- Improved awareness of importance of earning college-ready scores on Regents exams

We identified the following needs:

- -Increased use of formative assessment data by teachers, students and administrators.
- -Coherence of instructional culture and practices across classrooms.
- -Increased text complexity across the curriculum
- -Increased rigor in classroom learning tasks and activities
- -Continued work on alignment to CCLS

Ιν της Χολληγε Ρεαδινεσσ μετριχ there was great improvement, but there is still need to increase the number of students earning college-ready scores on Math and English Regents (19% of students graduated college ready, as defined by the metric, up from 6% in 2014). Our analysis determined that in addition to the above needs, there is a need for increased emphasis on the importance of and opportunities

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, we will increase student performance on the Global and Algebra Regents exams by 10% by ensuring that all students are engaged in rigorous intellectual activity aligned to Common Core standards for 45 minutes in every class every day.

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 Rigorous Instruction and the Common Core 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>
<p>Introduce School-wide inquiry-based PD around the questions:</p> <p>“How do we implement formative assessment to improve student learning outcomes?”</p> <ul style="list-style-type: none"> • Look at the growth between formative and summative assessments at the unit level • Select canonical texts for PD • Teachers will analyze student learning data • Include Student Work Review Protocol into our PD inquiry cycle <p>“How can we leverage IB and Common Core to ensure rigor in our classrooms?”</p> <ul style="list-style-type: none"> • Have all IB teachers read IB subject guides & all faculty experience the IB assessments • Track student progress on scaffolded IB assessments through IB Learning Team • Have teachers read anchor papers for Common Core & IB Assessments 	<p>All pedagogical staff</p>	<p>Retreats: August and June</p>	<p>AP Curriculum, Assessment and Instruction</p>
<p>Conduct Product-Based Professional Development in Reflective cycles.</p> <p>Cycle 1: Formative assessment: descriptive feedback</p>	<p>All pedagogic staff</p>	<p>Every Monday September 2015-June 2016</p>	<p>AP Curriculum, Assessment and Instruction</p>

Cycle 2: Framing the learning			
Cycle 3: Formative assessment: using data			
Cycle 4: Using formative assessment data to adjust instruction			
Continue to communicate and devote time to the expectation that all teachers align units to the CCLS. Communicate and provide support around setting appropriate learning targets. Review during Curriculum Consultant check-ins.	all teachers	June 2015-October 2015	AP Curriculum, Assessment and Instruction and Curriculum Mapping Consultant
Expectations for Instructional Culture are made clear through a Walkthrough Calendar	All teachers	Introduce in Monday PD in September	Principal and AP
Conduct weekly walkthroughs to provide teachers with formative feedback on instructional practice	All teachers	Weekly Sep-June	Principal and APs
Use walkthrough data to inform PD, coaching and mentoring support for teachers.	Admin team	Monthly	Principal and APs
Align Advance observations to the expectations communicated in PD.	Admin team	September-June	Principal and APs

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Human Resources: Addition of AP for Curriculum, Instruction and Assessment • Professional Consultants: Learning Systems Associates (Curriculum Mapping Consultant) • Software: Rubicon-Atlas subscription • Staff development: retreat • Per session: New staff induction • Travel and training: IB trainings • Per diem: coverages for teacher meetings with Curriculum Consultant • Human Resources: comp time for instructional coach • 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	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.
Instruction: After midterms, January 2016
Curriculum:

Baseline- July 2015

Curriculum Mapping Consultant will check in with teachers on the dates below:

Retreat:

- Sunday, August 30
- Monday, August 31
- Tuesday, September 1

Fall:

- Friday, October 16

Winter:

- Wednesday, January 13

Spring:

- Wednesday, April 6
- Wednesday, May 4

Wednesday, June 1

- Thursday, June 9 (DOE Chancellor's Day)

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

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

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

Part 1 – Needs Assessment

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

Data Analysis:

- 3.76 (Meeting Target) on "Supportive Environment" on the School Survey Report
 - 93% of students report feeling safe in their classes
 - 83% of students report their teachers help them catch up if they are behind
 - 61% of students believe that students are very interested in getting to know other students
- 90% of 9th graders earned 10 or more credits needed for graduation (significantly exceeding target)
- 80% of 12th graders graduated on-time (significantly exceeding target)
- 66.7% of students in the lowest third earned 10 or more credits in their first year (exceeding target)
- 46.9% of students in the lowest 1/3 earned 10+ credits in their second year (approaching target)
- Overall attendance rate: 86%

Strengths

- Strong college-going school culture
- Students feel known by staff
- Students perceive that are held to high expectations
- PGC program helps 9th graders transition
 - CBI partnership plays a strong role in providing students information and support in the post-secondary planning process

Needs:

Improved support for students who consistently struggle meeting expectations

Improved support for families of students who consistently struggle to meet expectations

Improved communication around disciplinary incidents and what steps have been taken in response.

Increased sense of urgency and awareness of expectations for excellent attendance (95% or higher)

Improve students' reflective capacity and self-efficacy around academic achievement

Improve support for students in reflecting and responding to formative assessment feedback

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.

In order to improve communication and build community, we will begin to implement circles across the school. This will result in an average 10% increase in students responses to the supportive environment portion of the school Environment Survey.

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 Supportive Environment 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?
Send staff to Restorative Circles training	6 staff members	July	Dean of Students
Introduce Circles at August retreat	staff	August retreat	AP
Use circles in PD to engage in structured professional discussions	pedagogical staff	Mondays Sep-June	AP
Circles will be used in support classes for at-risk students	SAPIS worker, Guidance Counselor	Weekly Sep-June	AP
Staff who attended summer training will work with consultant from Morningside Center for Teaching Social Responsibility to implement circles in their classes	staff who attended summer training	Fall	Principal
Send additional staff to Circles training	College Advisory and other interested staff	Ongoing	Principal
Integrate Circles into College advisory lessons	College advisory teachers	Ongoing	AP, Principal and College Advisory Point Person

Part 4 – Budget and Resource Alignment

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

Time in July for Circles training (this is paid by Central)

Time and funds for full staff retreat in August

Per session for College Advisory curriculum writing

Per session for New student induction

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		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.

Midpoint: End of S1

We will conduct a mid-year formative survey of selected School Environment Survey questions. Students in the classes taught by Circles-trained teachers will report that "students get to know each other well in classes" at rates greater than 90%.

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.

Data analysis:

- 3.28 score on the Collaborative Teachers portion of the School Environment Survey (Meeting Target)
 - 96% of teachers report teachers are "really trying to improve their teaching."
 - 81% of teachers report that teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.

Strengths : Inquiry-based PD; teachers meet in grade and content teams

Needs : Clearer expectations around co-teaching; More time for teachers to meet in various configurations: Grade teams, Special Ed teachers, IB teachers, content teams, etc.

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.

Every other week OPW work on Wednesday mornings will be devoted to teachers working in differentiated inquiry teams which will result in a 10% increase in ELLs and SWDs passing the Global Regents by June 2015.

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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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?
Compile and roll up data	All staff	July	Diane Yacenda
Teams analyze data and select a subgroup	Teacher inquiry teams	October	GTLs
Implement cycle 1 of inquiry	Selected subgroup	Semester 1	GTLs
Implement cycle 2 of inquiry	Selected subgroups	Semester 2	GTLs

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Human resources: addition of AP for Curriculum, Instruction and Assessment • Time: dedication of OPW time for inquiry teams to meet • Administrator per-session: meeting time after PD on Mondays for administrators to review the products of PD and Learning Teams

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	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.
Progress monitoring is built into the inquiry cycle. At the end of each cycle teams will create a summary of findings to present to the rest of the staff. January and June. We will use January Regents data as part of the inquiry cycle.

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

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

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

Part 1 – Needs Assessment

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

Data analysis:

- Score of 2.96 on Effective Leadership portion of the School Environment Survey
 - 93% of parents reported the principal works to create a sense of community in the school
 - 42% of teachers feel they have influence over how discretionary school funds should be used
 - 62% of teachers report the principal knows what is going on in their classroom
 - 62% of teachers say that curriculum and instruction are well coordinated across different grade levels.

For 2014-15 credit accumulation rates

Strengths:

- Teachers feel they have influence over policy regarding instructional materials.
- Parents have very positive perception of the principal's leadership
- Teachers feel the principal is committed to shared decision making and works to create a sense of community in the school

Needs:

- Teachers need to feel that the principal knows what is going on in their classrooms
- There needs to be increased coordination and consistency of curriculum, instruction and learning materials across the different grade levels at this 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–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.

Administration will conduct weekly classroom walkthroughs in line with monthly "look fors" that are aligned to clear expectations and PD focus areas. By the time the school survey is administered next year, 85% of staff will report that the principal knows what is going on in their classroom.

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>Staff will engage with the School Environment Survey results using the World Café protocol.</p>	<p>All staff</p>	<p>June</p>	<p>AP</p>
<p>The principal will clearly communicate how staff feedback was incorporated into school goals for 2015-16 at the August retreat.</p>	<p>All staff</p>	<p>August retreat</p>	<p>Principal</p>
<p>Administrators will conduct weekly walkthroughs.</p>	<p>Principal and APs</p>	<p>Sep-June</p>	<p>Principal and AP</p>
<p>Administrative team will discuss walkthrough data at weekly meetings. The data will be used to adjust PD, mentoring and coaching supports</p>	<p>Admin</p>	<p>Sep-June</p>	<p>Principal and APs</p>
<p>AP will meet weekly with mentors to discuss progress of teachers with TIPs and first year teachers.</p>	<p>AP and mentors</p>	<p>Sep-June</p>	<p>AP</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>										
<ul style="list-style-type: none"> • Time for administrative team to meet <ul style="list-style-type: none"> • Four periods per week for administrative team to meet • Time for administrators to conduct walkthroughs and give teachers feedback • Time during PD to present the look-fors for the month. 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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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We will conduct a formative survey with selected questions from the school environment survey in December. At least 75% of teachers will report the principal knows what is going on in their classroom.

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.

Data Analysis:

Strengths: High degree of trust among involved parents

Needs: Too few parents are involved. Teachers and families tend to communicate only when there are problems or around grades and report cards.

Six year graduation rate - Our 4 year graduation rate is 79% and our 6 year is 89.7% so there is a need to improve our 4 year graduation rate.

Credit accumulation - NEED GENERAL FOR SCHOOL

Lowest third credit accumulation needs to improve:

Lowest Third School, Percentage Earning 10+ Credits in First Year: 66.7% in 2015 (preliminary data)

Lowest Third School, Percentage Earning 10+ Credits in Second Year: 46.9% in 2015 (preliminary data)

Lowest Third School, Percentage Earning 10+ Credits in Third Year: 50% in 2015 (preliminary data)

Regents pass rates -

Survey response rates - Our 2014 parent response rate on the school survey was 8%. It improved in 2015 to 12% but still needs improvement. This year, our parent coordinator will be reaching to parents and asking them to come into school to fill out the survey to improve our response rate.

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.

Our goal is to increase attendance for our annual Family Dinner, PGC Family Night, and Parent Teacher Conferences by 10%. We will accomplish this by reaching out to parents three weeks before each event via email and phone to encourage their attendance. In addition, two days before the event we will send a "phone blast" to all families and remind them of the upcoming event. We will also provide child care to encourage parents with small children to attend

whom otherwise would not be able to. After the first event, the Family Dinner on November 12th, we will see if we accomplished our goal. If we did not reach our goal, we will modify our strategy for increasing parent attendance.

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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
Form parent engagement committee. This committee will interview parents	Interested staff	June	Sharlene Simpson
Committee designs a short menu of activities that teachers can select from for their parent engagement activity.	Committee	September	Committee chair
Staff select an activity	Teachers	September	Committee chair
Conduct activities	staff	September-June	Committee chair

Part 4 – Budget and Resource Alignment

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

- Teacher per session: Parent Engagement Coordinator.
- Professional Development: Parent Engagement devoted to improving parent engagement aligned to work of teams.

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

X	Tax Levy		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>Compare attendance rates after each event: Family Dinner, PGC family night, College night and Parent-Teacher conferences</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)	scoring at a level 1 on 8th grade ELA exam and/or teacher referral	Reading Plus Program	Small class	During school day
Mathematics	Failing Mathematics course and/or teacher referral	Tutoring	Small group or one to one	After school
Science	Failing Science course	Tutoring	Small group or one to one	After school
Social Studies	Failing Social Studies course	Tutoring	Small group or one to one	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance rate below 80% High rate of disciplinary issues Teacher referral	Counseling	Small group or individual	During school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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.
<ul style="list-style-type: none">• New staff induction• Twice annual retreats• IB training• In-house PD with help of Ed consultant Marie Alcock• Differentiated PD for new teachers

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).
Work with Marie Alcock on curriculum mapping and formative assessment

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet in teams to discuss need for alternate assessment measures. ESL and Special Education teachers work with General Ed teachers to design and implement alternative assessments.

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	320,846.00	x	12, 15, 17, 19
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	17
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,657,591.00	x	12, 15, 17, 21

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[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) Template

[School name] , 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 Bronx High School</u>	DBN: <u>09X252</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</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: _

Mott Hall offers an after school Literacy Program to support the needs of all of our ELLs. In reviewing our progress report data, it became clear that most of our ELL students have low literacy skills across all content areas. Because of this, we designed an after school program to specifically target the needs of those ELL students through reading intervention.

-
This program takes place on Wednesdays and Thursdays after school from 3:00pm-5:30pm. The ELLs are broken up by NYSESLAT levels. The lower level group meets on Wednesdays with our ESL Coordinator and certified ESL teacher, Lauren Cunningham. The intermediate group also meets on Wednesdays with another certified ESL teacher, Rachel Lamb. The advanced group meets on Thursdays with Ellen Recinos, a third certified ESL teacher. We have a total of 41 ELL students and we are hoping this program will engage all of the ELLs currently enrolled in our school.

-
The foundation of this support will be the Reading Plus Program, which helps build fluency through Common Core aligned reading intervention. This program is done online through the Reading Plus website. These programs are used by schools with a larger ELL population, so we are confident that they will be helpful to our students. Additionally, Mott Hall completed a trial administration of this program in the Spring and summer and saw a lot of improvement in the reading levels of the ELL students who participated.

-
As students work, the teacher will monitor student progress via the teacher dashboard included in the program. In an effort to best support our students, teachers in charge of the program will also communicate on a monthly basis with the students' other teachers so everyone is abreast of the students' progress.

-
The three ESL teachers are highly qualified in ESL. All teachers will be paid per session at the rate of \$51.51. Ninety percent of our allocated budget will go towards paying the per session rate of the three ESL teachers running the after school Reading Plus program. The language of instruction for all of these sessions is English, but students can help translate into Spanish when needed.

Part C: Professional Development

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

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

Begin description here: _

Mott Hall provides teacher run professional development sessions. Lauren Cunningham, a certified ESL teacher who is highly qualified, and Shanya Hunter, a certified special education teacher with 9 years of experience will run PD. They will go over best practices for English Language Learners with

Part C: Professional Development

disabilities. Teachers will produce artifacts to use with ELL students and look at supplemental materials from the Reading Plus program that can be used offline.

- All three of the staff members running the after school Reading Plus program for ELLs will participate in these sessions. All staff in attendance and those running PD will be paid per session, at the rate of \$51.51. There will be 3 PD sessions.

- The first, on Wednesday, November 5th from 3:00-4:00pm will focus on vocabulary development for ELLs and ELLs with disabilities.

- The second, on Tuesday, November 18th from 4:00pm-5:00pm will focus on reading comprehension strategies for ELLs and ELLs with disabilities.

- The third and final PD, on Tuesday, November 25th from 4:00pm-5:00pm will focus on additional comprehension strategies as well as ways for teachers to modify documents and make them more accessible for ELLs and ELLs with disabilities.

- The activities that support this program are the ESL Common Core Content Team meetings and the ESL Department meetings which occur once a month after school and are paid per session (\$51.51). During these meetings the three ESL teachers in the after school program review data from the Reading Plus program and plan interventions and supports based on this data. In addition, they also create interventions for other content teachers to implement based upon the students' strengths and areas for growth.

- Ten percent of our allocated budget will go towards paying the per session rate of the four teachers facilitating and/or attending the PD for the after school Reading Plus program.

Part D: Parental Engagement Activities

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

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

Begin description here: _

In addition to parental communication surrounding our ESL program, Mott Hall works to involve parents in all aspects of school life. Mott Hall sends home all communication, including phone calls, letters and flyers, in two languages, English and Spanish, and offers translation at all parent meetings. Documents are also translated into French as needed by our French-speaking certified ESL teacher. When necessary, for the few parents and families that speak languages other than Spanish or French at home Mott Hall makes use of the translation unit at the DOE. We send home the NYSESLAT Parent Score reports in English and Spanish, and also French for the family of our only French speaking ELL student.

- Our parent coordinator speaks English and Spanish and works closely with all parents, including ELL parents, to involve them in the school. During Parent Teacher conferences we pay teachers per session (\$51.51) to go around with parents and translate for them as they engage with teachers and staff. We annually host a family dinner, fundraising events, and grade specific meetings for parents, for which we translate all documents and flyers into Spanish and provide translators at the events.

- Mott Hall also runs regular focus groups to evaluate the needs of and get feedback from parents as we work toward continual school improvement. Translation is provided for these focus groups by the

Part D: Parental Engagement Activities

Parent Coordinator. Parents are regularly invited to all school assemblies and school events. If ELL parents attend these events, an ESL teacher is on hand to translate and is paid per session (\$51.51) to do so. These funds will not come out of our Title III money, but from our translation budget.

- In addition to our regular outreach to ELL parents, this year we are offering two sessions which communicate opportunities for students at Mott Hall and offer support for parents as they face the challenges of raising teenagers. The first session offered to parents is about Graduation Requirements and Transcript Review and is given by our certified guidance counselor and Director of College Counseling, Shoshana Harvey. The second session is about Financial Aid and the College Application Process and is also given by Shoshana Harvey. These sessions will take place during Parent Teacher Conferences on November 5th and November 7th, from 6-7pm. We will pay a certified ESL teacher per session (\$51.51) to stay for each event and reach out to ELL parents that attend. Again, this will not come out of Title III funds. The funds will come from our translation budget.

- For the Reading Plus program in particular, the ESL teachers will prepare monthly reports about students' attendance and progress towards reading fluency. These reports will be translated into Spanish by our ESL teachers. This will serve all of our ELL students whose home language is Spanish. Reports will also be generated in French by a French-speaking ESL teacher, Ellen Recinos.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

B. Language Allocation Policy Team Composition

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

Principal Kathryne Malloy	Assistant Principal Stephanie Zaccardo
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lauren Cunningham/ENL	School Counselor type here
Teacher/Subject Area type here	Parent Martha Rodriguez
Teacher/Subject Area type here	Parent Coordinator Gicary Peguero
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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)	394	Total number of ELLs	46	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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	46	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	18
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	23

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
DL										0
ENL	10			13			23			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

* 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: _____
--	---

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	0	0	0	0	0	0	0	0	0	13	15	10	4	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	2	0	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)	0	0	0	0	0	0	0	0	0	2	1	2	1	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	3	5	3	2	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	9	9	5	1	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra	10	0	2	0
Algebra 2/Trigonometry	1	0	1	0
Math _____	0	0	0	0
Chemistry	4	0	0	0
Earth Science	8	1	0	1
Living Environment	9	0	1	0
Physics	0	0	0	0

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	24	0	3	0
Geography				
US History and Government	11	1	6	1
LOTE	1	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.
 In order to assess the early literacy skills of our ELLs we use teacher-created assessments and data from the NYSESLAT, when available, and the NYSITELL for newly identified ELLs. Looking at the writing samples allow us to determine the level and complexity of the writing skills for each ELL student, as well as identify areas of improvement in vocabulary, grammar, sentence structure, and complexity. Reading comprehension information gives us an idea of the comprehension abilities of our ELLs, and data from the speaking and listening portions of the assessments illustrate the capacity of each student in those areas. Overall, the data demonstrates that our ELLs are stronger in speaking and listening, and struggle more in writing and reading. This data is used in instructional planning to drive areas of focus and intervention in ENL and content classes, as the areas of weakness of our ELLs generally coincide with the difficulties of many of our struggling non-ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across performance levels on the NYSESLAT indicate that we have the largest number of students at the Expanding/Advanced level and then at the Transitioning/High Intermediate level. In terms of instruction, this means that we need to continue to support our ELLs at all levels, while pushing those students at the higher levels towards proficiency through honing their academic and language skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the information from the AMAO Estimator Tool to get data on our ELL students and subcategories that need additional support. After inputting all the data, the ELL Coordinator and the ENL teachers review the information in our department meetings. The ENL teachers take note of which students need additional support and in which areas. The data indicates that there is a need for more targeted language acquisition and writing skills for our long-term ELLs, as they comprise our largest subgroup. Also, it was made clear that social-emotional interventions are necessary for those ELLs who struggle with attendance, have been held over, and/or have attempted to accumulate credits but were unsuccessful based on the data, as these students are not performing well overall, and especially not in growing their language skills.
- 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?

In looking at the data, while there were a small number of students taking assessments in their home language, those students passed their exams. Overall, our ELLs struggle on Regents exams for their content area classes. Taking the exams in their home language is offered as an option (when those exams are available), but oftentimes students are not as familiar with the content and vocabulary in their home language. Looking at the results of these assessments allows the school to target areas of focus and specific students for intervention.

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](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
ELL students are in courses with ENL teachers so the ENL teacher makes sure that second language development is considered in instructional decisions. For those courses without ENL teacher support, the ENL Coordinator meets with teachers and departments to offer strategies in integrating second language development into instructional activities. The Bilingual Progressions are used in planning instructional activities and guiding ENL and content teachers in building the language proficiency of our ELL students. We also use information from the student's educational history and cultural background in order to bolster and reinforce language acquisition.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for ELLs through looking at data - such as NYSESLAT scores, periodic assessments, graduation rates, college acceptance rates, Regents Scores, report card grades, and student and teacher interviews. Using all of these elements allow us to get a detailed picture of how our ELLs are performing, how they feel about their performance and support, how their teachers feel, and also how our programs are meeting the needs of our students.

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.
Students who are newly enrolled in the New York City system are screened as per the LEP identification process: HLIS is filled out during the student and parent interview in English and the home language (translation and interpretation unit over-the-phone services used as needed); if language spoken at home is other than English, the student is assessed using the NYSITELL (and Spanish-LAB as needed). If the student scores proficient on the NYSITELL, no services are provided. If the student does not score proficient on the NYSITELL, then an entitlement letter and survey is sent home and a parent meeting is set up to discuss program options. NYSITELL testing is completed 1-3 days after enrollment, with entitlement letters going home before 5 days from enrollment, and parent meetings and program choice happening in under 10 days from the date of enrolment. Once a program choice is made, the student is scheduled for services, and administered the NYSESLAT in the Spring. Throughout this process home language support is made available to our ELLs and ELL families through on-site translation (available in Spanish and French) and use of the Translation and Interpretation Unit's over-the-phone services for any additional home languages. Students are administered the NYSESLAT until they achieve proficiency. Lauren Cunningham, our ENL & Testing Coordinator, conducts the interviews. She is trained in language identification procedures. She conducts most subsequent testing and is trained to administer these exams (NYSITELL, Spanish-LAB, LENS). Ellie Recinos, a licensed ENL teacher, is trained in administration procedures and also conducts testing. Students who enter Mott Hall from another NYC school have documents reviewed by the ENL Coordinator in order to confirm that ELL status has been determined by previous school site.

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).
During the period following the initial student interview and NYSITELL administration, an ENL teacher (Lauren Cunningham or Ellie Recinos) administers the SIFE questionnaire and if a gap of two or more years exists, the LENS. These are conducted soon after the NYSITELL administration and fall well within the 30 day window. Student work completed at the start of the student's enrollment are also reviewed in order to confirm results of the LENS.
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).
Newly enrolled students with IEPs are reviewed by the Language Proficiency Team - Kathryn Malloy (Principal), Stephanie Zaccardo (Assistant Principal), Lauren Cunningham (ENL Teacher, ENL & Testing Coordinators), and Sandra Rhodes (Special Education Coordinator), and the parent of the student being evaluated. The evaluation is comprised of interviews with the student and parent, review of the student's records and documentation, and informal assessment of the student, if previously mentioned methods do not yield a clear picture of the student's language abilities. After a determination is made by the LPT there are 20 days to accept or reject the team's assessment. Throughout this process home language support is made available to our ELLs and ELL families through on-site translation (available in Spanish and French) and use of the Translation and Interpretation Unit's over-the-phone services for any additional home languages.
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.
When students are newly enrolled, the ENL Coordinator makes a note of their enrollment date and the end of the 10 day window. NYSITELL testing is most often conducted on the first day the student attends school. When this is not possible, testing is conducted on the second or third day by the ENL Coordinator. The answer document is scanned immediately after testing, and the entitlement or non-entitlement letter can be sent home the same day as soon as scores are reviewed since the letters are pre-existing and just need minimal information filled out. Documents are sent home in parents preferred language as determined by the in-person interview during enrollment or the program choice meeting.
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).
Parents are informed that they have the right to appeal ELL status within 45 days of enrollment in the documents sent home outlining the student's entitlement to services and the program options offered for ELL students as well as during the informational meeting parents attend about the ELL program choices. Documents outlining the right to appeal are sent home in parent's preferred language as determined by the in-person interview during enrollment or the program choice meeting. The ENL Coordinator, Lauren Cunningham, is responsible for these meetings and sending home the information to parents. All documents are filed in students' cumulative files and copies are kept and maintained by the ENL Coordinator in a separate file for the ELL students at the school.
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.
When a newly enrolled student is identified as an ELL, a parent meeting is scheduled for the parent's earliest convenience. Since ELLs are identified within 3 days of their enrollment, and the entitlement letter is sent within 5 days, parents are asked to come in well before the 10 day timeframe closes. The ENL Coordinator, Lauren Cunningham, or Parent Coordinator, Gicary Peguero, calls parents to schedule a meeting. During the meeting all pertinent information relating to ELL services and placement is shared and discussed, allowing parents to be well-informed and ask any questions that they might have. If a program choice survey is not returned, the default program placement is a bilingual program. Translation is provided on-site into Spanish and French, but all other languages can be accessed as needed through the Translation and Interpretation Unit's over-the-phone translation. Documents outlining the program choices are sent home in parents preferred language. The ENL Coordinator, Lauren Cunningham, is responsible for these meetings and sending home the information to parents. All documents are filed in students' cumulative files and copies are kept and maintained by the ENL Coordinator in a separate file for the ELL students at the school.
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.
Since parents are highly encouraged to attend the face-to-face meeting about the program options once their student is identified as an ELL, when they attend we are able to fill out the forms in person at our school. When parents are not able to come in to the face-to-face meeting, the ENL or Parent Coordinator calls home and walks the family through the programs, choices, and survey and then asks for the student to return to the form the next day. The ENL Coordinator follows up with the student, and if the form is not brought in, continues to call until it is returned to the school. It is made clear to the parents that there is a deadline that needs to be met in terms of paperwork being returned. Documents are sent home in parent's preferred language and phone contact is also made using the preferred language of the parent. The ENL Coordinator, Lauren Cunningham, is responsible for these meetings and sending home the information to parents. The ENL Coordinator monitors parent choice. If a Transitional Bilingual or Dual Language program is

created at the school, due to parent interest and student numbers, then parents will be notified in their preferred language about the new program option.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As mentioned above, the ENL Coordinator follows up with parents and families until choices are made and forms are returned. In cases where the forms are not returned in time, the default program choice of bilingual education is put into the place. Our school does not offer bilingual education because we do not have enough students to create a program. Parents are notified that if they would like have their student in a bilingual program, they need to find a new school, and the ENL Coordinator assists them in that process. Documents are sent home in parent's preferred language and phone contact is also made using the preferred language of the parent. The ENL Coordinator, Lauren Cunningham, is responsible for this contact and sending home the information to parents. All documents are filed in students' cumulative files and copies are kept and maintained by the ENL Coordinator in a separate file for the ELL students at the school.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL Coordinator sends these letters home as soon as the program choice is made. If it is done in person through the face-to-face meeting, the letter can go home with parents the same day since the letters are pre-existing and only need small changes. If the choice is made over the phone, as soon as the choice form is returned, the placement letter is sent home with the student the same day. Documents are sent home in parent's preferred language and phone contact is also made using the preferred language of the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All critical and individual documentation for ELL students is housed in their cumulative files, with copies placed in binders held by the ENL Coordinator. These documents include HLIS, entitlement/non-entitlement letters, program choice forms, parents surveys, placement letters, and NYSESLAT score reports.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. Each year the ENL Department meets as a group along with the Testing Coordinator to plan out the NYSESLAT administration. A loose plan is pre-existing that involves how the speaking and then reading, writing, and listening sessions will be administered. The existing plan includes each ENL teacher being assigned a group of ELLs that they do not teach for the speaking session. ENL teachers create a schedule of when they are able to pull students to administer the speaking portion and complete the tests as they are able to once the testing in window opens. The plan has all speaking sections completed prior to the administration of the reading, writing, and listening portions. But, if this is not possible, there is time built in for makeups. The sessions 1, 2, and 3, for the reading, writing, and listening portions are scheduled towards the beginning of the testing window on separate days, to allow for maximum makeup time for those who miss any of sessions 1, 2, and 3. We use the RLAT report from ATS in order to ensure that all ELLs take the NYSESLAT exam each year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. As with many other documents that are sent home yearly, these documents already exist, in English and other home languages. As soon as NYSESLAT scores come in from the year, the ENL Coordinator reviews the scores and sends home the appropriate letters to parents and families. Documents are sent home in parent's preferred language and phone contact is also made using the preferred language of the parent.
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 overwhelming choice from the Parent Selection forms is freestanding ENL, which is the program that we offer at Mott Hall. Every Parent Selection form that was returned in the previous school year (6 forms) chose freestanding ENL as the number one program choice. The program model offered at our school is aligned with parent requests. When there are requests made that do not align with the program model offered at our school, we speak to parents and families and ensure that they find the program that they would like and that suits their student. If there were sufficient numbers of parent requests for a bilingual program at Mott Hall, we would create a program to align our models with parent requests.

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.

Our ELLs are programmed into a standalone ENL class that meets 4 hours per week and a co-taught ELA class that serves as the integrated ENL course that meets 4 hours per week. Additionally, our ELLs have an ELL teacher push-in/pull-out of their history courses that meet 4 hours per week, allowing us to meet minute requirements for all levels of ELLs. Students are programmed to travel as a block for their courses, creating a heterogeneous group.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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)?

As explained above, for our freestanding ENL program we have an ENL class in each grade that meets 4 days per week for a total of 228 minutes for those at the Entering and Emerging levels and a co-taught ELA class in each grade that serves as the integrated ENL course that meets 4 days per week for a total of 228 minutes. Additionally, our ELLs have an ELL teacher push-in/pull-out of their history courses in each grade that meet 4 days per week, allowing up to 228 minutes of integrated ENL instruction. With each of these courses combined, we are beyond the required minutes for Entering level students, who would require the most ENL instruction at 540 minutes total, receiving 684 minutes at the Entering and Emerging levels. ELLs at the Transitioning and Expanding levels receive their full minutes, 180 minutes per week, through their Integrated ELA/ENL course and integrated ENL/History course. We only have a freestanding ENL program.

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.

Core content is delivered in the freestanding ENL model through co-teaching in ELA and through small group instruction in history, math, and science courses. There is no ELL teacher in math and science classes. Core content teachers differentiate for their ELL students with their ENL co-teachers or any ENL teacher and the ENL Coordinator as a resource and support in aligning instruction to Common Core Learning Standards, while also being appropriate for the student's level of language acquisition. Instruction is done in English, but native language support is provided at varying levels based on the level of each ELL student. Our ENL teachers can provide oral language support in Spanish and French, and written language support in both of those languages as well as any others needed, through use of the Translation and Interpretation Unit's services. We offer small group instruction in homogeneous groups as often as possible. Our beginner ENL students receive the most frequent and direct instruction via our push-in, pull-out, and co-teaching teaching models. Our intermediate and advanced ENL students receive services primarily via our co-teaching teaching model. In the co-teaching model, the ENL teacher works with the content teachers using the elements of the SIOP model. Our ELLs are grouped together in smaller ELA classes along with non-ELL students. We offer multiple activities and projects to extend language acquisition in all four modalities. The ENL teacher works with the ELLs to target specific language acquisition learning objectives in addition to the content. We simultaneously work with students on developing their BIC skills and CAL proficiencies. The ENL teacher also assists in preparing lesson plans and modifying the curriculum to address the learning needs of our ELLs. The ELA and ENL teachers in 11th, and some 12th, grade ELA courses work together to prepare both the ELLs and non-ELLs for the Regents Exam in June 2016. We collaboratively develop and deliver an inquiry-based curriculum that engages all students in meaningful, effective ways. ELLs are given opportunities to write in a variety of genres and to develop literary analysis skills. The ENL teacher supports the ELA teacher in modifying instruction, materials and assessment to better fit the needs of ELLs. The ENL teacher supports and works with the ELLs to build language acquisition and proficiency across all modalities as well as content comprehension and literacy skills.

In all three instructional models (co-teaching, pull-out, and push-in), the ENL teacher and content area teachers frequently use the following sheltered instruction methods to make content comprehensible and accessible to ELLs:

- Communicate learning (and language) objectives and agenda to students clearly and visually.
- Make texts, handouts and visuals accessible to all students without "watering down" the content.
- Use graphic organizers and schematic visuals to help students understand both the parts of and whole concept.
- Use guided notes and pre-prepared outlines to help students take notes in an organized manner.
- Emphasize annotating (highlighting, underlining, taking marginal notes, asking questions, etc.) as a reading comprehension strategy across all content areas.

- Supplement lessons with hands-on manipulatives, realia, multimedia (film clips, songs, etc.), visuals (pictures, charts, overheads, maps, timelines, etc.), step-by-step demonstrations, and related materials to make lessons clear and meaningful.
- Make connections to students' prior knowledge and past experience to new concepts and content.
- Review and contextualize key vocabulary terms that are critical to understanding the lesson's and unit's concepts.
- Use cloze sentences to teach and review vocabulary in context.
- Use multiple modalities to expose students to new terminology and to increase retention.
- Encourage students to self-select vocabulary words to look up and learn in their own writing.
- Build content-specific word walls to display and revisit key vocabulary words throughout units.
- Present visual representations of vocabulary for students to associate meaning with the words.
- Use speech that is appropriate to the students' proficiency level and model correct English.
- Present instructions visually and orally in an organized, step-by-step manner.
- Demonstrate correct use of the language via think-aloud and read-aloud instructional methods.
- Use scaffolding techniques throughout the lesson
- Use a variety of grouping structures to encourage peer-to-peer interaction and cooperation (whole class, small group, and partnering).
- Use a variety of question types to promote students asking a variety of questions.
- Use a variety of instructional strategies to present content in new and engaging ways.
- Encourage cooperative learning activities and opportunities for students to work together.
- Give students frequent opportunities to practice reading comprehension and learning strategies.
- Give students frequent opportunities to apply knowledge in order to master content concepts and language skills.
- Give students regular feedback to students to clarify, discuss, and correct responses.
- Integrate all language modalities and learning styles into lesson plans on a regular basis.
- Develop unit and lesson plans that engage students in a meaningful, effect way.
- Differentiate instruction and assessment based on student abilities.
- Review key concepts during and at the end of lesson and check for learning informally and formally.
- Provide students with multiple assessments – informal, formal and authentic – to demonstrate mastery of the content objectives.

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

For the overwhelming majority of our ELLs, Spanish is their home language. Evaluating students in Spanish throughout the year can be done by ENL teachers and also through taking the NYS Regents Examinations in Spanish, depending on the content of the test. This allows us to see the content skills of the students, as separate from their language abilities. For students who speak other home languages, additional translations of the Regents Examinations are available, depending on the test. For our non Spanish-speaking ELLs, testing in the home language can be done through translated curricular support materials and using the Translation and Interpretation Unit services.

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

Administering the ELL Periodic Assessments allow us to ensure that ELLs are more formally evaluated in reading, writing, and listening. ELL Periodic Assessments are given in the first quarter of the academic year. Informal speaking assessments are conducted throughout the year by ENL teachers as practice for the NYSESLAT exam in the Spring.

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

For our SIFE students we use the differentiation strategies that we use for our other ELL students, taking their level into account, but we also look for gaps in academic and social skills that need extra instruction and support students in acquiring those skills. For our newcomer ELLs, we focus more heavily on basic interpersonal language skills so that students are able to communicate their wants and needs and be a part of the social community at school, as they start to build skills in the academic realm as well. For our developing ELLs there is more of a balance. We work on basic language skills and also academic vocabulary so that the students can function in their content classrooms and keep acquiring language and content from their classes. For our long-term ELLs we focus on individual areas of weakness, often writing and reading, and assist them in bolstering their skills in these areas. Our former ELLs receive support for two years in whatever areas are demonstrated necessary, also often writing and reading.

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.

Chart appeals process protocol allows for re-identification of students as ELL or non-ELL within 45 days of initial enrollment based on student, parent, teacher or ENL Coordinator appeal of the identification. When a change is made to the status of a student, whether to ELL or non-ELL, the ENL teachers and Coordinator follow-up with the student at regularly scheduled individual check-ins (that happen with all ELL students throughout the year, separate from the individual ELL parent conference). The ENL Coordinator, Lauren Cunningham, also speaks with teachers to check in on the student's progress. The ENL Coordinator and the teachers of the student ensure that academic progress is made through monitoring report card grades, assessment scores, and general observations and anecdotes from the student and the teachers.

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?

The instructional strategies and materials that the teachers of ELL-SWDs use are often teacher crafted or inspired by EngageNY. Differentiated and scaffolded materials are created keeping age, grade level, and ability in mind, while also aligning to the Common Core Learning Standards. These materials and strategies include chunked and/or leveled readings, guiding questions, additional spotlighting of vocabulary and key terms, visuals, use of technology, and use of glossaries. Additionally, ELL-SWDs are in co-taught ENL and integrated ENL/History classes to provide access to both content and language development. Beyond this, pull-out instruction is provided by an ELL teacher on an as needed basis for additional support.

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?

ELL-SWDs are programmed in order to meet their minutes for both their Special Education and ELL services. ELA courses are co-taught by an ENL teacher and allow for ELL-SWDs to work on their literacy and language skills with support from a content teacher and a specialist. History courses have an ELL section with an ENL teacher that supports students in reaching their language and IEP goals. Entering and Emerging level students also have a standalone ENL course in which they work on language skills and other academic skills. Flexible programming is used to maximize the time our ELL-SWDs spend with their non-disabled peers. The ENL teachers and the Special Education team meet in order to determine which ELL-SWDs are able to be in ICT classes based on their needs as ELLs and as noted in their IEPs.

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 Chart	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	STAND-ALONE ENL 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)			
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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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

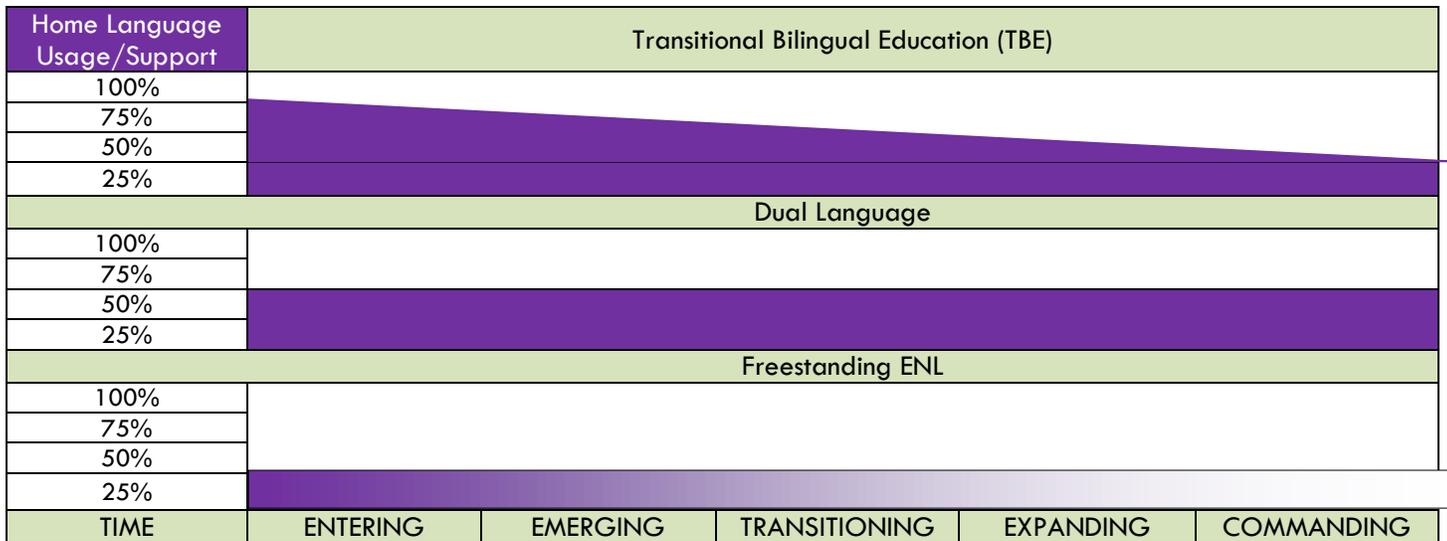


*Note: “other approved services” does not apply to New York City at this time.

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.
All ELLs are programmed in an ELA class co-taught by an ENL teacher. This allows for targeted instruction in language and literacy in the ELA classroom. In global history and U.S. history the ENL teacher pushes-in/pulls-out for the ELLs according to their levels and needs. Currently, our lowest level ELLs are in a reading intervention program that meets five times per week to work on silent reading, vocabulary, and visual training to improve field of view. For our ELLs struggling outside of these two content areas, there are pull-out groups with an ELL teacher to work on literacy and language skills across content areas. Additional ELL support needed in math and science comes from non-ENL co-teachers who provide verbal and written home language support in Spanish, which is the language of the overwhelming majority of our ELL students. Intervention services are most often offered in English. All ENL teachers also speak Spanish and can provide oral and written home language support to our Spanish-speaking ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program meets many of the needs of our ELL students in content and language development. Co-taught ENL ELA and ENL/History classes have allowed for targeted small group instruction along with specific differentiation in the core content areas. This has allowed our ELL students to grow and be supported by all staff, not just ENL teachers. The ENL department meets as a team every other week and discusses supports and differentiation needs for our ELL students. As all teachers are teachers of ELLs, grade data for ELLs is reviewed by all teachers bi-quarterly (8 times per year) as we prepare progress reports and report cards. Anecdotal and assessment data is reviewed as needed by all teachers based on when assessments occur.
12. What new programs or improvements will be considered for the upcoming school year?
Our school is creating a standalone ENL class and continuing the co-teaching and push-in/pull-out models as described previously. We feel that this addition will increase the ability of our ELLs to receive language instruction and support in the skills that they need to be successful in high school and college.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs have access to all school programs, the same as any other student. Where the level of language is an impediment, there are supports in place - including staff who speak the home language of many of our ELLs, Spanish, and also many students who speak other languages that help, include and support our ELL students in all school programs. We have an after school program for our ELL students, open to all ELLs, that meets twice a week for two and a half hours each time. This is a time when the ENL teachers do additional language instruction, content support, and academic readiness instruction.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The instructional materials that teachers use to support ELLs are often teacher crafted or inspired by EngageNY. Differentiated and scaffolded materials are created keeping age, grade level, and ability in mind, while also aligning to the Common Core Learning Standards. These materials include chunked and/or leveled readings (from sources like News ELA) and books, as well as translated copies of readings in the home language of the student. Including visuals into teacher-created materials to aid in understanding and support language acquisition is done to support our ELL students. Also, students are provided with glossaries in content classes to find word-to-word translations. We have an online reading intervention program, Reading Plus, that increases reading comprehension skills and vocabulary acquisition while fostering reading stamina. For our struggling readers we use the Journeys series to improve reading skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We have only ENL at our school. Home language support is delivered as needed based on the language level of the student. All ELL students are provided with dictionaries in classrooms to aid in vocabulary understanding and acquisition. Content-area glossaries are provided for ELLs to use during their classes and also on assessments (including NYS Regents Exams) for one-to-one word translations into their home language. Beyond vocabulary support, we provide visual support as often as possible in materials given to students and posted in classrooms. Technological supports are also provided to our ELLs as we have many laptops and iPads available for a variety of needs, such as translation of words or looking up background information. We provide peer support to our ELLs through strategic grouping on for classes and table groups within those classes. New ELL students are also paired with a student buddy to support the transition to a new school environment. Home language support can be delivered orally and in writing by on-site Spanish and French-speaking staff members. Other home language support can be delivered via written curricular support materials and supplements and use of the Translation and Interpretation Unit, if necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
As with instruction for all of our students, our school ensures that the services and resources we provided are developmentally and academically appropriate for our students, including our ELLs. Curricular materials and resources often come with grade bands,

lexile levels, and/or suggested ages, which can be used to help gauge at which grade levels and for what ages to use the materials.

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).

When parents come to the school to enroll their student, ELLs included, they are given information about our school, our programs, and the services available to our student populations and groups (ELLs, SWDs). Our Parent Coordinator and our office staff give out this information to parents upon enrollment. For new ELLs who enroll during the year, the same happens. The ENL Coordinator also meets with the students individually to check in about their needs and experiences in order to support them in their transition, as previously described.

19. What language electives are offered to ELLs?

The language option in our school for all students is French.

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)?

N/A

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.)
In order to follow the new regulations of CR Part 154, ENL certified teachers must receive 50% of professional development aligned to ELL teaching, with the remainder of the staff receiving 15% of their professional development around ELL data, strategy, and instruction. Since essentially all teachers at the school teach ELLs in some capacity, professional development plans include starting the year by reviewing ELL data - names, numbers, skills, previous NYSESLAT scores, home languages, strengths and weaknesses of students based on prior experience teaching them; then continuing throughout the year with sessions about best practices and strategies for teaching ELLs and ELLs with special needs. ELL certified teachers will receive a larger amount of professional development in these areas. Every Monday afternoon teachers break into groups and ELL teachers have time to work with both other ELL teachers and also their specific content-area co-teachers to create supports for ELL students and discuss content and language progress. Wednesday mornings the ENL department meets to discuss student progress, review anecdotal and assessment data, and devise supports for our students and strategies for the teachers in our school. Outside professional development is also used to support our ELL staff. ELL staff can then provide ongoing professional development for content-area teachers on staff. There is an ELL-specific professional development portion during our new teacher orientation and training in August before the start of the year, which takes place over 3 full days.
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?
We contract a specialist to work with our entire staff on aligning our instruction and instructional planning to the Common Core Learning Standards, which includes a focus on differentiation for our ELL students by our ELL teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our ENL teachers and ENL Coordinator have individual meetings with each ELL student throughout the year to check in on progress, notify them of NYSESLAT scores from the previous year and upcoming testing later in the year, among other things. All of our incoming 9th graders are in a class called College 101 that helps them get ready for high school and college and, hopefully, eases the transition from middle school into high school. All students, ELLs included have a teacher that they know they can go to with any difficulties, whether academic or personal. We also have a program called Peer Group Connection (PGC) run by staff and students. PGC is a program in which upperclassmen mentor underclassmen, also allowing students support in their transition. The students are very well-supported.
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.
Since essentially all teachers at the school teach ELLs in some capacity, professional development plans include starting the year by reviewing ELL data, as mentioned above, and then continuing throughout the year with sessions about best practices and strategies for teaching ELLs and ELLs with special needs. ELL certified teachers will receive a 50% of their professional development in these areas (through on-site and outside professional development). Records of the professional development are kept by the ENL Coordinator and the Professional Development Team at our school site. This includes tracking hours and keeping agendas from each session.

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?

The school provides annual individual meetings with parents and families of ELLs on a rolling basis, starting in September. The ENL Coordinator attempts to schedule meetings with each family, going alphabetically through our list of ELLs. If a family is not able to make a meeting when contacted the first time, the ENL Coordinator skips over that family and continues down the list, circling back to those who were unavailable once the list is completed. Meetings are scheduled for during the day and after school, depending on parental availability, and are likely to be completed in quarters 1 and 2. Translation is available on-site for Spanish and French-speaking families. Any additional languages needed are translated using the Translation and Interpretation Unit's over-the-phone translation services.

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. Question Number 2: (would not allow pasting) The ENL Coordinator keeps records of the annual individual meetings with ELL parents in the ENL binders that contain copies of important documents. Note is taken of the date, parent(s) in attendance, and a summary of what is discussed about the student and his/her progress. Documentation of outreach is also kept in the ENL binders. Translation services are available for any parents who might need them through on-site translation (into Spanish or French) and over-the-phone translation into any other home languages in our school provided by the Translation and Interpretation Unit.

Question Number 3: ELL parents are invited to all activities along with the non-ELL parents at our school, with appropriate documents being sent home in the preferred home language (such as Peer Group Connection mentoring program Family Night, Family Dinner for our seniors and their families, College and financial aid information night) by our school's Parent Coordinator. Our Parent Coordinator speaks both English and Spanish, allowing her to communicate effectively with all of our families. Our ELL parent orientation meeting at the start of the year is specifically for ELL parents, as are our individual ELL conferences. It is explained to all parents that they are welcome in the school at any time and may help out with events and trips if they so choose. Translation services are available for any parents who might need them through on-site translation (into Spanish or French) and over-the-phone translation into any other home languages in our school provided by the Translation and Interpretation Unit.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We do not currently partner with anyone to provide workshops or services to ELL parents.
5. How do you evaluate the needs of the parents?
The needs of our ELL parents are evaluated through over-the-phone and in-person communication around conferences (individual ELL conference, parent-teacher conferences), and written communication to survey parent experiences and needs that is sent home. The written communication is created by the ENL Coordinator and Parent Coordinator, and then sent home by the Parent Coordinator in the appropriate home languages. Translation of documents into parents' preferred home language is done by the ENL Coordinator. The information from any feedback is reviewed by the ENL Coordinator and any important questions, comments or concerns are discussed by the ENL Coordinator and school administration. Action is taken as needed.
6. How do your parental involvement activities address the needs of the parents?

Through our in-person and over-the-phone interactions with our ELL parents, we are able to address the needs of the students, parents, and families. Formal and informal feedback at our events (in the form of surveys) allows for the school to ensure we are meeting the needs of all families. The ENL Coordinator and the Parent Coordinator create and distribute any documents in English and the preferred home languages of the parents. On-site translation into Spanish and French is available at all times, and over-the-phone translation into any other home language at our school can be done through the Translation and Interpretation Unit.

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: **Mott Hall Bronx High School**

School DBN: **09X252**

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)
Kathryne Malloy	Principal		10/29/15
Stephanie Zaccardo	Assistant Principal		10/29/15
Gicary Peguero	Parent Coordinator		10/29/15
Lauren Cunningham	ENL/Bilingual Teacher		10/29/15
Martha Rodriguez	Parent		10/29/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X252 **School Name: Mott Hall Bronx High School**
Superintendent: Juan Mendez

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.learn DOE.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.

The ESL Coordinator, Lauren Cunningham, examined the Home Language Identification Surveys, ATS information, and Emergency Contact cards in order to find the home language of the ELLs at our school. Additionally, she followed up with the students and parents whose home language is not English or Spanish to assess what kind of translation and interpretation services would be needed. Our Parent Coordinator, who speaks both English and Spanish, also assists in contacting families and providing both oral and written translation into Spanish. When we have new students enroll, we also use their HLIS and Emergency Contact card in order to find the home language of any new families.

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.

Based on the information gathered by the ESL Coordinator, the vast majority of ELL student families speak Spanish (42 out of 46) in the home. Out of our 46 ELLs, most prefer written and oral communication in English and some prefer communication in Spanish. We send home documents in both languages for these families. The additional home languages found in our school are French, Arabic, and Twi. Of these languages, all families prefer their communication to be in English.

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.)

Each year, Mott Hall disseminates many documents that require translation. At the start of the year, we send home a uniform and behavior expectation policy, a school calendar, and the first parent-teacher conference notice. During the first quarter of the year, we send home after school program information, and testing dates and information about the Measures of Student Learning Performance Assessment for ELA and the January Regents examinations. In the second quarter we send home Mock Regents and midterm examination information, and also the information about our yearly Family Dinner for senior students and their families, which happens in November. During the third quarter we send home information about NYSESLAT testing and the final MoSL assessment for ELA. During the fourth quarter we send home information about the last parent-teacher conferences, final examinations, June Regents, graduation and Saturday school. There is also information sent out notifying new families about our orientation for incoming freshman in June.

We will send out information about our ESL teacher individual conferences for all ELL students (as per new CR Part 154 regulations) which will be scheduled throughout the year, beginning in September. We will send out information about our Peer Group Connection (mentoring program that pairs upperclassmen with freshman and sophomore students) Family Night in quarter one and our BuildOn celebration to recognize the community service contributions in late May. Information about IEP meetings will be sent home throughout the year, as mandated by the Special Education case worker assigned to each ELL student with special needs. Information about a college and financial aid information night presented by our College Office is sent home during quarter two.

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.

Our first parent-teacher conference occurs on November 19-20th and our second parent-teacher conference takes place on March 10-11th, 2016. We will schedule our ESL teacher individual conferences for all ELL students (as per new CR Part 154 regulations) for throughout the year, beginning in September. IEP meetings occur throughout the year, as mandated by the Special Education case worker assigned to each ELL student with special needs. We have our Peer Group Connection (mentoring program that pairs upperclassmen with freshman and sophomore students) Family Night in quarter one to celebrate the work students have done and to show parents what the program is all about.

In quarter two we have a Family Dinner for the students and families of our seniors, along with our staff. We have a college and financial aid information night presented by our College Office during quarter two as students are working on their applications for college. We have a BuildOn celebration to recognize the community service contributions of our staff and students through our partnership with that program in late May. Our graduation happens in late June and our orientation for new freshman families occurs in early June.

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.

We use many Department of Education pre-existing translated documents (in Spanish, French, Arabic). Additionally, many policies, notices, and letters home remain very similar from year to year, so that existing translated documents can be updated and used again. Updating notices (such as calendars, uniform and expectation policy, Regents and finals schedules and information, etc.) is done by our ESL Coordinator and our Parent Coordinator into Spanish.

Documents are translated into French by the French teacher at our school, as needed. For our families that speak Arabic and Twi we utilize the translation and interpretation unit services as needed. The translation of these documents is overseen by the ESL Coordinator, who is also the Language Access Coordinator. Last minute document translation of documents can be provided in-house by our ESL Coordinator, Parent Coordinator, or any one of our Spanish-speaking staff members (there are 8).

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.

For oral translation needs we have the above listed staff members available to speak Spanish with our families. We also have a French teacher available to our one French-speaking family. Our Arabic and Twi speaking families prefer their communication be done in English, as indicated on their HLIS documents (if necessary we can utilize the translation and interpretation unit over-the-phone services as needed to communicate orally with these families).

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.)

Our school ensures that all staff members are aware of how to use the translation and over-the-phone interpretation services through dissemination of resources via email and in person, including an all-staff meeting at the start of the year that outlines the procedures for using both services.

An email is sent out at the start of the year with the resources needed for all staff members to be able to use these services. This includes links to the translation and interpretation services unit website, steps for contacting interpreters over-the-phone, and steps for securing translated documents (from staff members, the DOE website, or the translation and interpretation services unit).

During our all-staff meeting materials will be distributed outlining the procedures for using the services and also for getting help at the school level when needed (asking the LAC for assistance). A demonstration video that outlines the steps for using the over-the-phone services will be played, and the procedure to follow for getting a document translated in-house or by the translation and interpretation services unit, as well as securing a translator in-house will be role played so staff members are clear on what to do.

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 Welcome Poster is prominently displayed in our main office, along with a copy of the Language ID Guide from the first day of school. A copy of the Language ID Guide will be given to both security desks in the building on or before the first day of school. The LAC will review the use of the guide with main office staff and the security personnel to ensure understanding and proper usage.

Copies of the Parents' Bill of Rights and the Parents' Guide to Language Access are given out during our first parent-teacher conferences. Additional copies are sent home to families unable to attend the conferences. Both are available in English and Spanish. Copies of the documents with the appropriate home language are sent home to the families.

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)

During our parent-teacher conferences, families have the opportunity to speak on-site with our staff (in English, Spanish, or French) about their experiences with translation and interpretation at our school. Surveys are sent home to gauge family experiences and Mott Hall also has focus groups that allow for families to comment on their experience with various aspects and elements of our school. Translators are available at the focus groups to give families the opportunity to fully share their ideas, feelings, and experiences.