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**MOTT HALL III
MIDDLE SCHOOL 128**

**2009-2010
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

(FINAL SUBMISSION AS OF 1/06/10)

**SCHOOL: 09X128
ADDRESS: 450 ST. PAUL'S PLACE
TELEPHONE: 718.992.9506
FAX: 718.992.6905**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS 128 SCHOOL NAME: MOTT HALL III

SCHOOL ADDRESS: 450 ST. PAUL'S PLACE, BRONX, NEW YORK 10456

SCHOOL TELEPHONE: 718.992.9506 FAX: 718.992.6905

SCHOOL CONTACT PERSON: JORISIS STUPART EMAIL ADDRESS: JSTUPAR@

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: WENDY LEWIS

PRINCIPAL: JORISIS STUPART

UFT CHAPTER LEADER: SHEERAH TAN COLE

PARENTS' ASSOCIATION PRESIDENT: CHARLENE WINT

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 SSO NAME: CFN 6

SSO NETWORK LEADER: ROBERT COHEN

SUPERINTENDENT: DOLORES ESPOSITO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
JORISIS STUPART	*Principal or Designee	
SHEERAH TAN COLE	*UFT Chapter Chairperson or Designee	
CHARLENE WINT	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
CORINTHIAN LEE	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools)</i>	
	CBO Representative, if applicable	
WENDY LEWIS	Member/UFT/SLT Chairperson	
RACHEL RYMER	Member/UFT	
MARIA ALVAREZ	Member/Parent	
MORRIS RICHARDS	Member/Parent	
DEIDAMIA PEREZ	Member/Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mott Hall III is a small school with a strong philosophy of preparing our students for high school and college, both behaviorally and intellectually. Prospective students go through an interview process to attend Mott Hall III and attend our summer orientation program, both of which convey our high expectations for students. All Mott Hall III, we know that if our students are going to be tomorrow's leaders, it is not enough for them to pass their state tests and classes. They must go beyond the standards if they are going to lead.

Mott Hall III is organized into grade and subject level teams that meet on a weekly basis. During these meetings, teachers work on collaborative planning and professional development, facilitated by team leaders, department leaders, and our math and literacy coaches. In these meetings, our teachers collaborate with colleagues for student success. They examine formative and summative assessment data to share strategies and develop action plans around instruction and individualized student support. In department teams, teachers collaborate to set goals that are aligned with school-wide goals for student achievement and progress. Teachers meet with administrators to share their individual goals for students at the beginning of the year and at key benchmarks throughout the year. Teachers also facilitate the development of specific and measurable goal-setting among their students.

Teachers use New York State Standards and Performance Indicators, as well as the Mott Hall III Quality Curriculum Components, to plan engaging and rigorous units of study. Teachers use rubrics, student reflections, and portfolios throughout the curriculum, and our annual Science Expo and twice-yearly Curriculum Expos nurture our culture of student accountability and quality work. Student excellence is celebrated in regular awards assemblies and monthly incentives. Academic Intervention Services are provided for struggling students during class through differentiated activities and during our Saturday Academy for ELA, Math, and ESL.

In addition to a quality, standards-based academic curriculum, Mott Hall III offers students a variety of enrichment opportunities both during the school day and after school. Our Mott Hall III Schoolwide Enrichment Clusters include There's No Business Like Show Business, Choreographed Dance, Scrapbooking, Graphic Design, Videography, Choir, Library Squad, and Introduction to Guitar. After school, our offerings include Track, Specialized High School Preparation, French, Handicrafts of the World, Digital Photography, Dance, Basketball, and Chess. Our winning chess team participates in tournaments throughout the year. All teachers sign up to use our computer lab, as well as our library, with their classes.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Mott Hall III				
District:	Nine	DBN #:	09X128	School BEDS Code #:	32090001012

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		94.3	93.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		98	97.5	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	94	100	103	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	83	95	102		98	97.5	TBD		
Grade 8	78	85	90						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		1	0	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	255	280	295		0	3	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	6	19	Principal Suspensions	12	32	TBD		
Number all others	1	1	6	Superintendent Suspensions	1	7	TBD		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	5	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	13	19	24
				Number of Administrators and Other Professionals	4	4	4
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	N/A	0	0
(As of October 31)	2006-07	2007-08	2008-09				
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	23.1	26.3	29.2
Black or African American	40	41.8	39.7	Percent more than five years teaching anywhere	23.1	21.1	20.8
Hispanic or Latino	58.8	57.5	59				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.7	1	Percent Masters Degree or higher	69	53	38
White	0.4	0	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.9	90.4	89.3
Multi-racial							
Male	44.7	48.2	49.5				
Female	55.3	51.8	50.5				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White						
Multiracial						
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	4	4	4			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	79.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	B (8.1 out of 15)	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	A (19.9 out of 25)	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	A (43.3 out of 60)	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	N/A
Note: Progress Report grades are not yet available for			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

We have been able to identify student performance trends through thorough review of qualitative and quantitative data about our school. This data has included 2007-2008 Quality Review, our 2008-09 Progress Report, and our 2008-09 Learning Environment Survey results. We have also considered sources such as formative and summative assessment data, formal and informal teacher observation records, and teacher and student reflections on school-wide initiatives.

Our students' performance and progress in Math improved from 2007-08 to 2008-09. Ninety-four percent of our students achieved proficiency on the NYS Math Exam, an increase from 91% the previous year, and 63% of students made at least one year's progress on this exam, an increase from 59% the previous year. Our students have also shown improvement in their performance and proficiency in English Language Arts. In the area of performance, 78% of our students achieved proficiency on the NYS ELA Exam, an increase from 67% the previous year, and 60% of our students made one year's progress, an increase from 41% the previous year. These gains in ELA suggest the need to continue the improvements we implemented within our ELA Department last year, including the use of data analysis to target gaps in students' skills; greater integration of leveled texts, explicit instruction, and improved formative assessments into our balanced literacy curriculum; and allocation of resources for Academic Intervention Services for the students at our school who are in greatest need of improvement. We also will continue to dedicate the work of our school's Inquiry Team to English Language Arts.

In both math and ELA, students who are in the school's lowest 1/3 made progress, with 77% of these students making at least one year's progress in math and 81% making one year's progress in ELA. Students achieving levels 3 and 4 did not show the same gains, achieving an average change of +.04 in Math and -.03 in ELA. These trends indicate the need for greater differentiation for higher-level students in ELA and math. We plan to offer this differentiation through greater use of leveled texts and accelerated book clubs in ELA, as well as our work with the customized SkillsTutor program in Math. We have also added a Regents class in Math and Science this year to offer greater academic rigor for our highest-performing students.

This need for differentiation was emphasized in our last Quality Review, which was conducted in 2007. In addition, our reviewer recommended that we improve our systems for monitoring the

progress of our growing special education population, and that we continue to provide support and training in the use of data for staff.

Out of the four areas assessed as part of the Learning Environment Survey, our school had the greatest performance in the area of Academic Expectations. We have been able to maintain a culture of high expectations and academic rigor for our students through multiple features of our school. Our teacher orientation and student orientation help establish a culture of accountability and high standards for all members of our school community. For students and their families, these high expectations are reinforced throughout the year with weekly progress reports that update each parent on his or her child's academic and behavioral performance in school. Among our faculty, we maintain our culture through regular observations of teachers, communication and collaboration at grade team, department, and faculty meetings, and both in-school and off-site professional development opportunities. We plan to continue to improve our work in this area this year by using systems and structures throughout our school to ensure greater coherence and consistency among all members of the school community.

We have had many events and accomplishments that have both reflected and strengthened our culture of high expectations over the past two years. Our twice-annual Curriculum Expo offers students the opportunity to assemble work for which they are most proud within each subject area, reflect on the task and their own strengths and weaknesses, and share their work and reflections with other students, teachers, administrators, and parents. Our Science Expo offers students the opportunity to create an experiment, use the scientific method, and share their findings with fellow students and visiting judges. Our implementation of the Schoolwide Enrichment Model has expanded over the past two years, allowing us to offer enrichment clusters for the entire school that correspond with student and teacher interests. These SEM clusters incorporate field trips to diverse areas of our city, as well as SEM Showcase Days that allow students to teach other students what they have learned. Our annual College Spirit Week and Career Day have allowed us to reinforce our high expectations of students and expose them to professional and academic opportunities beyond their experience. Professionally, our school has accomplished great progress in our tracking and analysis of student academic data. We have also developed a common understanding of quality curriculum among our faculty, and we are developing understandings of and systems for differentiated instruction for our students. Our work in this area continues this year, as one of our goals relates to expanding our use of strategies for engaging, enriching, and differentiating instruction for student learning.

Despite our successes, we have experienced obstacles that act as barriers to continued improvement. One area of challenge has been teacher retention. While we are able to attract talented individuals and give them training to develop their professional skills, we find that many of them leave the field of education after a few years to pursue other professions. In addition, we are located in a 100 year-old building, which lacks electrical infrastructure for our technological development, as well as facilities, such as a gymnasium, for school-wide programs and activities. As a result, we must allocate resources for electrical upgrades that could be devoted to other areas in curriculum and instruction. We also must make adjustments to our school-wide programs to allow for our limited facilities. Finally, the safety of the neighborhood immediately surrounding our school is an ongoing concern for us. Because we know that safety is a crucial pre-requisite for student success, we continue to work with our local NYPD precinct, our PTA and School Leadership Team, as well as teachers and students themselves to ensure our students' safety during their morning arrival and afternoon dismissal from our school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1

To increase the number of students achieving one year's growth in Literacy as determined by the NYS ELA Exam. 83% of students will achieve proficiency on the 2010 New York State ELA Exam and 71% of students will make at least one year of progress on the New York State ELA Exam.

Goal 2

To increase the number of students achieving one year's growth in Mathematics as determined by the NYS Mathematics Exam. 95% of students will achieve proficiency on the 2010 New York State Mathematics Exam. 70% of students will make at least one year of progress on the 2010 New York State Mathematics Exam

Goal 3

To increase the number of teachers providing engaging, enriching and differentiated instruction to Mott Hall III students. 95% of teachers will incorporate instructional strategies that are engaging, enriching and differentiate for student learning, 90% of teachers will collaborate to create at least one interdisciplinary unit of study per semester and 80% of teachers will incorporate Renzulli Learning into their units of study.

Goal 4

To increase the number of teachers who use consistent and coherent instructional practices and adhere to Schoolwide and department-wide policies and systems. 90% of MH3 teachers will participate in the inquiry team process to increase the number of students making at least one years progress on the NYS ELA Exam, 95% of MH3 teachers will write units of study using the LCI format, 95% of MH3 teachers will track student progress through Edline grade book and Prosper data systems and 95% of MH3 teachers and students will set goals aligned to the CEP in an effort to sustain more consistent and coherent school-wide and department-wide policies and systems.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students achieving one year’s growth in Literacy as determined by the NYS ELA Exam. 83% of students will achieve proficiency on the 2010 New York State ELA Exam and 71% of students will make at least one year of progress on the New York State ELA Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Facilitate collaboration between Instructional Specialists and teachers of CTT classrooms to plan for differentiation, modify instruction, and support the academic progress of CTT students with IEPs. ✓ Administer small-group Academic Intervention Services (AIS) to students who achieved proficiency ratings of 3.3 and lower. ✓ Use teacher-developed 2009 Test Analysis to identify key skills in each grade level. ✓ Integrate these skills into instructional and assessment plans using the curriculum mapping process. ✓ Use DY0 Assessment Model, including TC Assessments and 2009 NYS ELA Tests, to determine students’ reading levels and performance toward mastering state standards. ✓ Use assessment information to set teacher and student goals for performance and progress. ✓ Use teacher-created assessments to track progress toward these goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ✓ Professional Development- Literacy Coach (Title I ARRA) ✓ Internal DOE PD (TL-FS) ✓ Academic Intervention Services – Teacher Per Session (C4E) ✓ Literacy Resources (NYSTL, TL-FS, Title I SWP) ✓ TechPaths(curriculum mapping software) (TL-FS)

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- ✓ 2009 ELA Test, administered in September, as a baseline diagnostic to determine students' strengths and needs;
- ✓ TC Assessments, administered in September, November, March, and June; to show students' progress through reading levels;
- ✓ 2010 NYS ELA Test, administered in April 2010, to show 83% of students achieving proficiency and 71% making one year's progress in ELA;
- ✓ Teacher-created assessments to show progress toward yearly goals within key ELA skills

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students achieving one year’s growth in Mathematics as determined by the NYS Mathematics Exam. 95% of students will achieve proficiency on the 2010 New York State Mathematics Exam and 70% of students will make at least one year of progress on the 2010 New York State Mathematics Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Teachers create curriculum maps and units of study that are aligned to the NYS learning standards. ✓ Teachers administer baseline, midline, and end line math assessment to students. ✓ Teachers use data from assessments (class exams, baseline, homework, and class work) to set student learning goals. ✓ Teachers use the skills component of math class to aid students in developing conceptual understanding and work towards mastery of the identified goals. The goals will focus on the performance indicators from the from the NYS learning standards. Teachers use Skills Tutor, a web based program to assist in differentiating support and skill building. ✓ Rotation of the skills component in five week cycles throughout the year. During the cycle students work on three goals, two computational and one problem solving. A mid and end of cycle assessment is administered to students to determine mastery and/or intervention needs. ✓ Collaboration between grade level teachers occurs weekly to plan and share best practices. ✓ Analyze school generated unit tests targeted to identify strengths and weaknesses in student performance. ✓ Facilitate collaboration between instructional specialist and teachers of CTT classrooms to plan for differentiation, modify instruction, and support academic progress of CTT students. Math Coach provides professional development including the framework of teacher knowledge, teacher skills and professional development experiences in the various components of Impact

	math.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Professional Development- Math Coach (Title I ARRA) ✓ Internal DOE PD (TL-FS) ✓ Academic Intervention Services Skills Class(TL-FS and other allocations) ✓ Academic Intervention Services (C4E) ✓ Mathematics Resources (NYSTL,TL-FS,Title I SWP) ✓ TechPaths (curriculum mapping software) (TL-FS)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ NYS Math Exam administered in September, as a baseline diagnostic to determine students' strengths and needs; ✓ 2010 NYS Math Test, administered in May 2010, to show 95% of students achieving proficiency and 70% making one year's progress in Math ✓ Acuity ITA Assessments, administered in November, March and May; ✓ Skills Tutor Assessments to show progress toward yearly goals within key math skills ✓ Teacher created unit tests to show progress toward yearly goals within key math skills

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Student Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of teachers providing engaging, enriching and differentiated instruction to Mott Hall III students. 95% of teachers will incorporate instructional strategies that are engaging, enriching and differentiate for student learning, 90% of teachers will collaborate to create at least one interdisciplinary unit of study per semester and 80% of teachers will incorporate Renzulli Learning into their units of study.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ✓ Teachers will follow the LCI Units of Study format to create units/lessons that contain the following essential features: organizing center, rationale, essential and guiding questions, diversified assessments, standards identification and pacing calendar. ✓ Students will participate in school-wide celebrations and activities: Science Expo, Curriculum Expos, SEM Showcases, Career Day. ✓ Teachers will include SEM Types I, II and III experiences in their units of study. ✓ Students will participate in SEM Talent Periods- During and After School. ✓ Students will be administered the Renzulli Learning Styles Inventory. ✓ Teachers will use Renzulli Learning Styles Inventory data to differentiate activities and to assign individualized projects.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Schoolwide Enrichment Model Consultant (TL-FS) ✓ DOE Internal Professional Development Workshops (TL-FS) ✓ TechPaths (curriculum mapping software) (TL-FS) ✓ Renzulli Learning System (NYSTL) ✓ After School Enrichment Program Per Session (C4E)

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- ✓ Teacher created LCI units of study (reflecting Types I,II & III SEM Activities)
- ✓ Science Projects (Science Expo Mar.26.2010) , Student Portfolios (Curriculum Expos (Feb.12.2010 and Jun.18.2010), SEM Talent Products and Performances (SEM Showcases (Dec. 22, 2010, March 16, 2010 and Jun 23, 2010)
- ✓ Renzulli Student Profiles
- ✓ After school program begins Oct. 13, 2009
- ✓ TechPaths Reports on teachers' curriculum maps
- ✓ Formal and Informal Observations

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Consistent and Coherent Schoolwide and Department-wide Policies & Systems

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers who use consistent and coherent instructional practices and adhere to Schoolwide and department-wide policies and systems. 90% of MH3 teachers will participate in the inquiry team process to increase the number of students making at least one years progress on the NYS ELA Exam, 95% of MH3 teachers will write units of study using the LCI format, 95% of MH3 teachers will track student progress through EdLine grade book and Prosper data systems and 95% of MH3 teachers and students will set goals aligned to the CEP in an effort to sustain more consistent and coherent school-wide and department-wide policies and systems.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Core Inquiry Team comprised of ELA Teachers, ELA Coach, Principal and Data Specialist will develop Inquiry tools and lead grade level inquiry teams consisting of core subject, CTT and other instructional specialists in an effort to ensure ELA progress for MH3 students ✓ Learner-Centered Initiative approach to curriculum writing will be revisited to ensure that teachers are able to collaboratively plan interdisciplinary standards based units of study. ✓ Teachers will receive professional development around Scantron Prosper and Edline Online Grading Systems to better analyze student achievement data. ✓ Teachers and students will set SMART goals directly aligned with the CEP to ensure teacher professional development and student achievement
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ✓ Data Specialist (TL) ✓ Inquiry Teams (TL Children First) ✓ Prosper Software, TechPaths Software, EdLine Software (TL Fair Student)

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- ✓ Inquiry lessons
- ✓ CFI SharePoint Entries
- ✓ LCI Units of Study
- ✓ Student Work – Interdisciplinary Projects
- ✓ Formal/Informal Observations
- ✓ Prosper Data Reports
- ✓ EdLine Grade Reports
- ✓ Teacher/ Student Goal Setting Documents

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	15	5	15	15	1	N/A	1	0
7	11	4	11	11	1	N/A	1	0
8	33	16	33	33	3	N/A	3	2
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ✓ Guided reading delivered in small groups during the school day ✓ Wilson program delivered in small groups during the school day ✓ Reading comprehension strategies delivered whole class and in small groups during the school day ✓ Inquiry team ELA strategies delivered whole class and in small groups during the school day ✓ Reading comprehension strategies and test sophistication strategies delivered in small groups during Saturday Academy
Mathematics:	<ul style="list-style-type: none"> ✓ Guided math delivered in small groups during the school day ✓ Mathematics Skills Tutor (independent practice) computer program delivered during the school day ✓ Math skills strategies delivered whole class and in small groups during the school day ✓ Math skills strategies and test sophistication strategies delivered in small groups during Saturday Academy
Science:	<ul style="list-style-type: none"> ✓ Guided reading delivered in small groups during the school day ✓ Hands on, in-depth science explorations focused on making abstract concepts more concrete ✓ Reading comprehension strategies and test sophistication strategies delivered in small groups during Saturday Academy
Social Studies:	<ul style="list-style-type: none"> ✓ Guided reading delivered in small groups during the school day ✓ In-depth social studies investigations focused on making abstract concepts more concrete ✓ Reading comprehension strategies and test sophistication strategies delivered in small groups during Saturday Academy
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ✓ Group counseling ✓ Individual counseling ✓ Family counseling ✓ Referrals to outside counseling agencies

At-risk Services Provided by the School Psychologist:	SBST Psychologist provides: <ul style="list-style-type: none"> ✓ Evaluations ✓ Referrals to outside agencies ✓ Communication with MH3 social worker, administrators and teachers
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ✓ Group counseling ✓ Individual counseling ✓ Family counseling ✓ Referrals to outside counseling agencies
At-risk Health-related Services:	Montefiore School Clinic provides health-related services for at-risk students. <ul style="list-style-type: none"> ✓ Monitors vital signs ✓ Monitors and prescribes medications ✓ Communicates with parents and outside health agencies

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

**Mott Hall III
Language Allocation Policy (LAP) 2009-2010**

Mott Hall III services students in grades six, seven and eight. The school’s current student population is 311, which includes a sub-population of eighteen English Language Learners, 6% of the overall population. In the sixth grade we have four ELLs, eight in the seventh grade and six in the eighth grade.

Our English Language Learners receive nine hours of ELA, nine hours of math, five hours of Social Studies and five hours of science a week in classes of twenty-five students (on the average). Reading and writing are stressed throughout the content areas. Math, science and social studies teachers work with the ESL teacher, the ELA teachers and Literacy Coach to support the effective teaching of the English language. The eighteen identified ELL students receive additional support from their ELA teachers by way of small group instruction, specifically guided reading. Our certified ESL teacher provides the mandated services according to the student’s designation.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a) Mott Hall III receives no Title III funds

Grade Level(s): N/A Number of Students to be Served: N/A LEP N/A Non-LEP

Number of Teachers N/A Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

School: 09x128 BEDS Code: 320900010128

Title III LEP Program School Building Budget Summary

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	(e.g., \$9,978) \$0.00	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)

Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000) \$0.00	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500) \$0.00	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000) \$0.00	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel	\$0.00	
Other	\$0.00	
TOTAL	\$0.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Data provided by the Department of Education indicate that MH3 is comprised of approximately 40% African American students, 59% Hispanic students and 1% of other ethnicities. In addition, we are in close communication with the families of our students, giving us first hand knowledge of our interpretation needs. We know with confidence that Spanish is our number one translation and interpretation priority.

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

We have come to realize that Spanish speaking Mott Hall III staff members must always be available to communicate with our Spanish speaking parents. We are also aware that notices, brochures, calendars, etc. must be translated for our Spanish speaking family members. In addition, teachers and other staff members are participating in an in-house Spanish language class after school.

Part B: Strategies and Activities

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

The Mott Hall III Translation and Interpretation Team is comprised of our principal, assistant principal, parent coordinator and two teachers. This team creates a year-long calendar of school events, anticipating all parent documents needing to be translated. The team ensures that the translation work is done according to the schedule. Unscheduled documents are translated as needed.

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

The Mott Hall III Translation and Interpretation team is comprised of our principal, assistant principal, parent coordinator and two teachers. The parent coordinator is available for oral interpretation. When the parent coordinator is not available, the assistant principal and teachers assist with oral interpretation

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

Mott Hall III is aware of A-663 and its mandates. We identified our primary translation and interpretation need is Spanish. The processes outlined in Questions 1 and 2 address the language translation and interpretation needs of our school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$256,150	\$134,030	\$390,180
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,562		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,340	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,807		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6,703	
6. Enter the anticipated 10% set-aside for Professional Development:	\$30,142		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,403	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

MOTT HALL III PARENT INVOLVEMENT POLICY

To promote parent involvement among families, schools and communities in order to positively affect the educational outcome of all students the district will:

- ✓ Support parents in their role as the first teacher through workshops and experiential activities.
- ✓ Assist each school in establishing an association of parents that will convene regularly to discuss educational policies and practices.
- ✓ Support parent associations with technical assistance through regularly scheduled professional development in order to help parents comply with the Chancellor’s Regulations.
- ✓ Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments.
- ✓ Empower parents in their key role as partners in the decision-making process of educational policies and practices.
- ✓ Provide structured activities and workshops, which promote the home/school/community partnership.
- ✓ Nurture the spirit of each parent as the most important individual that will develop, guide and inspire greatness in the life of each and every child.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

MOTT HALL III SCHOOL PARENT COMPACT

We, the school and parents agree to work cooperatively to provide for the successful education of our children

SCHOOL

We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to deal with communication issues between teachers and parents through:

- ✓ Parent-Teacher conferences
- ✓ Reports to parents on their children's progress
- ✓ Reasonable access to staff
- ✓ Opportunities to volunteer and participate in their child's class
- ✓ Observation of classroom activities

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

PARENT/GUARDIAN

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need for me to monitor my child's:

- ✓ Attendance at school

- ✓ Homework
- ✓ Television watching
- ✓ Health needs

I understand: the need to share responsibility for my child's improved academic achievement

I understand: the need to communicate with my child's teachers about his/her educational needs.

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Refer to CEP Section I Needs Assessment, Page 9 and 10.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

The following aspects of the CEP provide opportunities for all children to meet the State's proficient and advanced levels (refer to Action Plans for a more complete description):

- ✓ **Facilitate collaboration between Instructional Specialists and teachers of CTT classrooms to plan for differentiation, modify instruction, and support the academic progress of CTT students with IEPs.**
- ✓ **Administer small-group Academic Intervention Services (AIS) to students who achieved proficiency ratings of 3.3 and lower.**
- ✓ **Use teacher-developed 2009 Test Analysis to identify key skills in each grade level.**
- ✓ **Integrate these skills into instructional and assessment plans using the curriculum mapping process.**

- ✓ Use DYO Assessment Model, including TC Assessments and 2009 NYS ELA Tests, to determine students' reading levels and performance toward mastering state standards.
- ✓ Use assessment information to set teacher and student goals for performance and progress.
- ✓ Use teacher-created assessments to track progress toward these goals.
- ✓ Teachers create curriculum maps and units of study that are aligned to the NYS learning standards.
- ✓ Administer baseline, midline, and end line math assessment to students.
- ✓ Use data from assessments (class exams, baseline. homework, and class work) to set student learning goals.
- ✓ Use the skills component of math class to aid students in developing conceptual understanding and work towards mastery of the identified goals. The goals will focus on the performance indicators from the NYS learning standards. Teachers use Skills Tutor, a web based program to assist in differentiating support and skill building.

The following features of the Mott Hall III school program help to provide an increased amount and quality of learning time:

- ✓ Hour long teaching/learning periods for all core subjects
- ✓ Extended day - 37.5 minutes for all students
- ✓ After school enrichment program
- ✓ Saturday enrichment program
- ✓ Summer school for academic remediation and enrichment
- ✓ Summer student orientation (week-long)

The following features of the MH3 school program provide for an enriched and accelerated curriculum:

- ✓ Regents level classes in math and science
- ✓ Hour long teaching/learning periods for all core subjects
- ✓ Extended day - 37.5 minutes for all students
- ✓ After school enrichment program
- ✓ Saturday enrichment program
- ✓ Summer school for academic remediation and enrichment
- ✓ Summer student orientation (week-long)

CEP Section III clearly states that Mott Hall III is comprised 100% of historically underserved populations. The school's vision and mission, the school's programs, the school's existence is about meeting the needs of the underserved children of District 9. Refer to our School Information Page, refer to our School Profile, refer to our Needs Assessment, and refer to our Goals and Action Plans.

At risk students at Mott Hall III receive the services outlined in Appendix 1 Part B.

We implement the NYC Department of Education Core Curriculum in ELA, math, science and social studies, which is aligned to New York State Standards.

3. Instruction by highly qualified staff.
During the 2008-09 academic year, 100% of the Mott Hall III staff was highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Refer to Goals 1, 2, 3 and 4 as high quality, ongoing professional development is essential in accomplishing our CEP school goals.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
We attract high-quality highly qualified teachers by collaborating with the following organizations:
 - ✓ **New York City Teaching Fellows**
 - ✓ **Teach For America**
 - ✓ **NYC DOE Open Hire**
 - ✓ **Manhattanville College Alternative Certification Program (Jump Start)**

6. Strategies to increase parental involvement through means such as family literacy services.
Mott Hall III provides the following opportunities for parent engagement:
 - ✓ **Annual Family Day**
 - ✓ **Curriculum Night**
 - ✓ **Literacy Night**
 - ✓ **ARIS Parent Link Workshops**
 - ✓ **SEM Showcases**
 - ✓ **Science Expo**
 - ✓ **Curriculum Expo**
 - ✓ **Parent Support Workshops**
 - ✓ **EdLine (Web based Parent Communication tool)**
 - ✓ **Parent Celebrations (Hispanic Heritage, Thanksgiving, Mother's Day)**
 - ✓ **School Calendar**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Refer to CEP Goals section.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Refer to CEP Goals and Appendix 1, Part B.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Mott Hall III Principal, Social Worker and Parent Coordinator work together to hold workshops and assist families in the following areas:

- ✓ **Child Abuse and Neglect Prevention**
- ✓ **AIDS Awareness**
- ✓ **Diabetes, Hypertension and Asthma Awareness**
- ✓ **Domestic Violence Awareness**
- ✓ **Mental Health Awareness**
- ✓ **Suicide and Drug Prevention**

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: N/A **SURR¹ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

N/A

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

N/A

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

N/A

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

N/A

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

N/A

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

¹ School Under Registration Review (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NOT APPLICABLE

SURR Group/Phase: N/A

Year of Identification: N/A

Deadline Year: N/A

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
N/A	N/A	N/A

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has engaged in regular observations and walkthroughs in ELA classrooms, including Learning Walks that involve the entire ELA department, classroom visitations conducted by our Literacy Coach, and both formal and informal observations of faculty by administrators. Last year, our ELA department went through a rigorous examination of the New York State ELA Standards and Performance Indicators, and how these standards were assessed on previous years' ELA exams. As a result of that process, teachers selected the most important skills for students within each grade, and embedded those skills within their curriculum maps. These maps, which were developed using an online curriculum mapping software called TechPaths, will allow us to examine teachers' curriculum maps and analyze them for gaps and overlaps in skills taught within each grade level, as well as the spiraling that occurs with each skill across grade levels.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school has an annual Faculty Retreat and Teacher Orientation, professional development sessions, and weekly department meetings, at which teachers develop understandings of the components of quality curricula. As a result of these interventions, our teachers' curriculum maps reflect state standards, critical thinking, skills and strategies, and spoken and written presentations. Ongoing examination of data, including low-inference observational data from departmental walk-throughs, student work, and standardized testing data, ensures that our curriculum continues to be revised in response to gaps and overlaps indicated. In addition, the reading of professional texts has led our department to develop a Continuum for skills taught at each grade level to ensure their articulation and spiraling. Our teachers are very resourceful in raising money and writing

grants to supplement their libraries. Our school continues to spend money on books for classroom libraries, vocabulary development, and test sophistication.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has engaged in regular observations and walkthroughs in math classrooms, including Learning Walks that involve the entire math department, classroom visitations conducted by our Math Coach, and both formal and informal observations of faculty by administrators. Last year, our math department went through a rigorous examination of the New York State Math Standards and Performance Indicators, and how these standards were assessed on previous years' math exams. As a result of that process, teachers selected the most important skills for students within each grade, and embedded those skills within their curriculum maps. These maps, which were developed using an online curriculum mapping software called TechPaths, will allow us to examine teachers' curriculum maps and analyze them for gaps and overlaps in skills taught within each grade level, as well as the spiraling that occurs with each skill across grade levels.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers incorporate the process strands in the problem solving components of their curriculum. We use Exemplars as a tool to assist in the development of these skills. Our teachers also use unit projects and portfolios as a way to gauge student applications of skills and content learned in class.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high

academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has engaged in regular observations and walkthroughs in ELA classrooms, including Learning Walks that involve the entire ELA department, classroom visitations conducted by our Literacy Coach, and both formal and informal observations of faculty by administrators. Classroom visitations conducted by our Literacy Coach are recorded using low-inference scripting, and the timing of different activities within the class period are also recorded, to be analyzed collaboratively between the coach and teacher. Weekly meetings allow our ELA teachers to share reflections on professional readings and best practices that they have developed or refined within their own classrooms. Videotapes of lessons and small-group work are used during these meetings to develop common expectations around student talk in the classroom.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our balanced literacy program emphasizes targeted student practice of strategies within rich, authentic texts. Our classroom libraries are full of engaging fiction and nonfiction books, which students check out on a regular basis, allowing for automatic differentiation within the reading period. While teachers do deliver explicit instruction in reading and writing strategies through minilessons, these minilessons are limited to 15-20 minutes, allowing teachers to prioritize student practice of these strategies in authentic texts. During this independent work time, teachers conduct conferences and teach small-group strategy lessons to maximize student mastery. In addition, our ELA classrooms emphasize partner talk to develop ideas, revise writing pieces, and gain deeper understandings. Students also read books in book clubs on each grade level, a structure that builds engagement, understanding, and mutual support for literacy development. Student responses to these texts, as well as authentic writing products on topics of student choice, fill our school's bulletin boards and student portfolios.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has engaged in regular observations and walkthroughs in math classrooms, including Learning Walks that involve the entire math department, classroom visitations conducted by our Math Coach, and both formal and informal observations of faculty by administrators. Classroom visitations conducted by our Math Coach are recorded using low-inference scripting, and the timing of different activities within the class period are also recorded, to be analyzed collaboratively between the coach and teacher. Weekly meetings allow our Math teachers to share reflections on professional readings and best practices that they have developed or refined within their own classrooms.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our balanced mathematics program emphasizes targeted student practice of strategies within the core curriculum. Teachers use assessment data to group students in areas of focus and targeted instruction. While teachers do deliver explicit instruction in mathematics strategies through minilessons, these minilessons are limited to 15-20 minutes, allowing teachers to prioritize student practice of these strategies in authentic texts. During this independent work time, teachers conduct conferences and teach small-group strategy lessons to maximize student mastery. In addition, our mathematics classrooms emphasize the use of partner talk to develop ideas, revise writing pieces, and gain deeper understandings. During the school year, we installed SMART Boards into our sixth and seventh grade math classrooms. Teachers have eagerly incorporated the use of this technology into their lesson planning. The math department uses SkillsTutor and Renzulli Learning Systems as part of their assessment tools and as a way to differentiate student learning.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 academic year, Mott Hall III hired eight new teachers. Seven of the eight were new to the teaching profession.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

CEP Goal 4 - Consistent and Coherent School-wide and Department-wide Practices and Policies – attempts to address the needs that arise from high teacher instability. Please refer to CEP Goal 4 and its action plan.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Goal 4: Consistent and Coherent School-wide and Department-wide Practices and Policies, attempts to address the needs that arise from high teacher instability. In addition, new teacher mentoring at our school is designed to allow for conferences, lesson planning, observations, grade and department meetings.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Over the past year, our school focused our attention on serving the needs of our ELL population. We analyzed data on our ELL students, disaggregating data by proficiency level, and we targeted those students for intervention during an ESL Saturday Academy. We sent members of our school community to a variety of PD opportunities related to serving the needs of our ESL population. We also hired a full-time ESL-certified teacher to conduct push-in intervention with our ELL students throughout the school day

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school has sent members of our school community to several workshops regarding strategies for ELL students, including BESIS training meetings, ELL compliance meetings, and Language Allocation Policy workshops. Our new ESL-certified teacher works closely with teachers who serve our ELL students, sharing information gleaned from these workshops and suggesting instructional methods and tools for enhancing independence and success among these students.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **N/A**

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Mott Hall III worked with the Bronx ISC ELL Compliance Specialist to review data on our ELL students. ELL students were identified and supported throughout the school day and also attended a Saturday Academy for additional support.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school's new ESL teacher has conducted a thorough review of data related to our ESL population. This data has been disaggregated by proficiency level and by their performance on the different sections of the NYSESLAT Exam. He is in the process of setting goals for students based on the NYSESLAT data and sharing these goals with the teachers who serve these students. Our ESL teacher will review relevant data on our ELL students to track their progress, and he will share this data at weekly grade team meetings.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional

approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school engages in weekly CTT meetings related to the needs of our IEP meetings. At these meetings, administrators, SETTTS teachers, and Instructional Specialists share goals and progress related to our IEP students. This is also a time for professional learning and discussion of common concerns. Our schedule offers weekly meeting times for classroom teachers to meet with Instructional Specialists around lesson planning and resources for differentiating instruction for special education students. Teacher observations offer opportunities for administrators to assess the degree to which teachers collaborate with Instructional Specialists in planning and instruction to best meet the needs of our special-needs students. We also disaggregate data for students with IEPs to assess their progress throughout the year.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The CTT team has led professional development sessions at several points throughout the year, including Chancellor's Conference Days, Teacher Orientation, and weekly grade team meetings. These sessions have focused on strategies for meeting the needs of our students with IEPs, models of co-teaching, strategies for assessing students with IEPs, and collaborative reviews of students' IEPs. Instructional Specialists have provided members of their grade teams with summaries of their students' IEPs to use in planning, instruction, and assessment. Our schedule offers weekly meeting times for classroom teachers to meet with Instructional Specialists around lesson planning and resources for differentiating instruction for special education students. Our Instructional Specialists communicate with members of their teams about upcoming IEP meetings, and they gather documentation from all relevant teachers prior to these meetings, to ensure full collaboration in IEP meetings.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school IEP team met regularly to review IEPs and discuss student performance to determine if student performance/behavior and IEP goals were in alignment. IEPs were modified accordingly. Teachers met regularly to modify lessons and assessments to meet the needs of students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Mott Hall III works to ensure that students with IEPs receive the appropriate services, as subject teachers and CTT/SETTS teachers plan together to create differentiated lessons and modified assessments.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
3 students are currently in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 - ✓ **AIS support as described in Appendix 1 of the CEP**
 - ✓ **School uniforms and school supplies are provided as needed**
 - ✓ **Attendance support staff provides outreach to parents and temporary housing agents**
 - ✓ **Social worker provides counseling as mandated/needed**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.