



**[SCHOOL NAME]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (23/K/ 522)**

**ADDRESS: 1137 HERKIMER STREET 3<sup>RD</sup> FL.**

**TELEPHONE: (718)485-5240**

**FAX: (718)485-5948**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 522      **SCHOOL NAME:** Mott Hall IV

**SCHOOL ADDRESS:** 1137 Herkimer Street 3<sup>rd</sup> Fl. Brooklyn, New York 11233

**SCHOOL TELEPHONE:** (718)485-5240      **FAX:** (718)485-5948

**SCHOOL CONTACT PERSON:** La Juan White      **EMAIL ADDRESS:** [Lwhite8@schools.nyc.gov](mailto:Lwhite8@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Lauren Jonas

**PRINCIPAL:** La Juan White

**UFT CHAPTER LEADER:** Belody Jean Baptiste

**PARENTS' ASSOCIATION PRESIDENT:** Rosemarie Boyd

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 23      **CHILDREN FIRST NETWORK (CFN):** 9

**NETWORK LEADER:** Varleton McDonald

**SUPERINTENDENT:** Ainslie Cumberbatch

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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 |
|-------------------|--|-----------|
| La Juan White     | *Principal or Designee   |           |
| Richard Bromley   | *UFT Chapter Chairperson or Designee   |           |
| Shanora Heath     | *PA/PTA President or Designated Co-President   |           |
| Dwayne Dewitt     | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
| Shaquanna Perkiss | DC 37 Representative, if applicable  |           |
|                   | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|                   | CBO Representative, if applicable  |           |
| Lauren Jonas      | Member/  |           |
| Leo Anguiano      | Member/  |           |
| Laverda Pugliese  | Member/  |           |
| Jennifer. Kinard  | Member/  |           |
| Deenea Miller     | Member/  |           |
|                   | Member/  |           |
|                   | Member/  |           |

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

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On September 2004, Mott Hall IV Middle School opened its doors determined to change the trend of education in the inner city. Under the leadership of Ms. LaJuan White, it is now a progressive inner city middle school in the Ocean Hill section of Brooklyn. The school shares the John Coleman Campus with three other schools. The stakeholders consider it to be a "choice school for students (and parents) who are serious about education." At the time of the 2008 – 2009 Quality Review, (no QR 2009-2010) one hundred fifty-eight students were enrolled in grades six through eight. The school population comprised of 87% Black, 10% Hispanic, 2% Asian and .5% White students. It can be further broken down into 1% English Language Learners, 12% special education and 87% general education students. Boys accounted for 47% and girls 53% of the students enrolled. 95% of our students qualify for free lunches.

From the inception, positive interaction amongst all stakeholders was promoted and encouraged. We strive to maintain a collegial relationship amongst ourselves, with our network leaders, parents and students. It is our policy to ensure that all individuals enjoy a school environment free from all forms of discrimination. Our goal therefore, is to provide a functioning curriculum in a safe, caring environment that will prepare students intellectually, physically and socially for the challenges of the 21<sup>st</sup> century.

Currently, the school is responsible for the education of approximately two hundred and fifty eight students – approximately 93% are general education and 7% special education. The basic demographics of the student population remain the same. The school has a principal, an assistant principal, fourteen teachers, one guidance counselor, and part-time Spanish and speech therapy teachers.

Academically, the school was deemed to be Proficient in the last Quality Review. Further analysis of this rating showed that our *School Environment* received an A. This was derived because of our students' excellent attendance rate of an average of 93%, continued improvement in instructions, communication with parents and community, and very few safety issues. However, this A later became a C in August 2010 when the DOE revised grades across the city. The 2009-2010 Progress Report should a decline in *Student Performance*. Approximately, 46% and 30% of the students achieved the required standards – Levels 3 and 4 – in ELA and Math respectively. It must be taken into consideration, that 16% of the student population was in Special Education and showed growth of 29.4% and 38.9% in ELA and Math respectively. While the general education population showed growth of 51% and 40% in ELA and Math respectively. Approximately, 90% of the students were successful in passing the Math Regents examination.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |              |               |      |                          |              |
|---|--------------|---------------|------|--------------------------|--------------|
| <b>School Name:</b>                             | Mott Hall IV |               |      |                          |              |
| <b>District:</b>                                | 23           | <b>DBN #:</b> | K522 | <b>School BEDS Code:</b> | 332300010522 |

| DEMOGRAPHICS                         |                             |                         |                          |   |                          |                                |                         |                           |                           |
|--------------------------------------|-----------------------------|-------------------------|--------------------------|---|--------------------------|--------------------------------|-------------------------|---------------------------|---------------------------|
| <b>Grades Served in 2009-10:</b>     | <input type="radio"/> Pre-K | <input type="radio"/> K | <input type="radio"/> 1  | <input type="radio"/> 2                             | <input type="radio"/> 3  | <input type="radio"/> 4        | <input type="radio"/> 5 | <input type="radio"/> * 6 | <input type="radio"/> * 7 |
|                                      | <input type="radio"/> * 8   | <input type="radio"/> 9 | <input type="radio"/> 10 | <input type="radio"/> 11                            | <input type="radio"/> 12 | <input type="radio"/> Ungraded |                         |                           |                           |
| <b>Enrollment:</b>                   |                             |                         |                          | <b>Attendance: % of days students attended*</b>     |                          |                                |                         |                           |                           |
| (As of October 31)                   | 2007-08                     | 2008-09                 | 2009-10                  | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                           |                           |
| Pre-K                                |                             |                         |                          |   | 93%                      | 94%                            | 95%                     |                           |                           |
| Kindergarten                         |                             |                         |                          | <b>Student Stability: % of Enrollment</b>           |                          |                                |                         |                           |                           |
| Grade 1                              |                             |                         |                          | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                           |                           |
| Grade 2                              |                             |                         |                          |   | 100%                     | 100%                           | 100%                    |                           |                           |
| Grade 3                              |                             |                         |                          |   | %                        |                                |                         |                           |                           |
| Grade 4                              |                             |                         |                          | <b>Poverty Rate: % of Enrollment</b>                |                          |                                |                         |                           |                           |
| Grade 5                              |                             |                         |                          | (As of October 31)                                  | 2007-08                  | 2008-09                        | 2009-10                 |                           |                           |
| Grade 6                              | 64                          | 74                      | 81                       |   | 65%                      | 69%                            | 76.4%                   |                           |                           |
| Grade 7                              | 36                          | 61                      | 81                       |   |                          |                                |                         |                           |                           |
| Grade 8                              | 58                          | 39                      | 57                       | <b>Students in Temporary Housing: Total Number</b>  |                          |                                |                         |                           |                           |
| Grade 9                              |                             |                         |                          | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                           |                           |
| Grade 10                             |                             |                         |                          |   | 4                        | 10                             |                         |                           |                           |
| Grade 11                             |                             |                         |                          | <b>Recent Immigrants: Total Number</b>              |                          |                                |                         |                           |                           |
| Grade 12                             |                             |                         |                          | (As of October 31)                                  | 2007-08                  | 2008-09                        | 2009-10                 |                           |                           |
| Ungraded                             | 1                           |                         |                          |   | 3                        | 2                              | 0                       |                           |                           |
| <b>Special Education Enrollment:</b> |                             |                         |                          | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                          |                                |                         |                           |                           |
| (As of October 31)                   | 2007-08                     | 2008-09                 | 2009-10                  | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                           |                           |
|                                      |                             |                         |                          |   |                          |                                |                         |                           |                           |

| DEMOGRAPHICS  |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| Number in Self-Contained Classes  | 11      | 19      | 8       |  |         |         |         |
| No. in Collaborative Team Teaching (CTT) Classes  | 6       | 0       | 3       | Principal Suspensions                                  | 12      | 0       |         |
| Number all others   | 4       | 3       | 1       | Superintendent Suspensions                             | 0       | 0       |         |
| <i>These students are included in the enrollment information above.</i>                               |         |         |         |  |         |         |         |
| <b>English Language Learners (ELL) Enrollment:</b>  |         |         |         | <b>Special High School Programs: Total Number</b>      |         |         |         |
| (BESIS Survey)  |         |         |         | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants                               |         |         |         |
| # in Trans. Bilingual Classes   | 0       | 0       | 0       | Early College HS Participants                          |         |         |         |
| # in Dual Lang. Programs  | 0       | 0       | 0       |  |         |         |         |
| # receiving ESL services only   | 3       | 3       | 3       | <b>Number of Staff: Includes all full-time staff</b>   |         |         |         |
| # ELLs with IEPs  | 0       | 0       | 2       | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> |         |         |         | Number of Teachers                                     | 15      | 15      | 16      |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals       | 2       | 2       | 4       |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals                | 0       | 1       | 1       |
|   | 2       | 3       |         |  |         |         |         |
|   |         |         |         | <b>Teacher Qualifications:</b>                         |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 100.0   |
| American Indian or Alaska Native  |         |         |         | Percent more than two years teaching in this school    | 42.9    | 66.7    |         |
| Black or African American   | 90      | 87      | 90.0    | Percent more than five years teaching anywhere         | 21.4    | 26.7    |         |
| Hispanic or Latino  | 9       | 10      | 9.1     |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   | 1       | 2       | 0.9     | Percent Masters Degree or higher                       | 71.0    | 73.0    | 80%     |
| White   |         | .5      | 0.0     | Percent core classes taught by "highly                 | 80.0    | 84.0    |         |
| Multi-racial  |         |         |         |  |         |         |         |

| DEMOGRAPHICS |  |     |      |  |  |  |  |
|--------------|--|-----|------|--|--|--|--|
| Male         |  | 47% | 39.7 | qualified” teachers<br>(NCLB/SED definition) |  |  |  |
| Female       |  | 53% | 60.3 |  |  |  |  |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |  |                            |                        |      |              |                 |
|--|---|--|----------------------------|------------------------|------|--------------|-----------------|
| SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>  | If yes, area(s) of SURR identification: |  |                            |                        |      |              |                 |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/> |   |  |                            |                        |      |              |                 |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):   |   |  |                            |                        |      |              |                 |
| <u>Differentiated Accountability Phase</u> (Check <input checked="" type="checkbox"/> )  |   | <u>Category</u> (Check <input checked="" type="checkbox"/> ) |                            |                        |      |              |                 |
|  |   | Basic  | Focused                    | Comprehensive          |      |              |                 |
| In Good Standing (IGS)   |   |  |                            |                        |      |              |                 |
| Improvement (year 1)   |   |  |                            |                        |      |              |                 |
| Improvement (year 2)   |   |  |                            |                        |      |              |                 |
| Corrective Action (year 1)   |   |  |                            |                        |      |              |                 |
| Corrective Action (year 2)   |   |  |                            |                        |      |              |                 |
| Restructuring (year 1)   |   |  |                            |                        |      |              |                 |
| Restructuring (year 2)   |   |  |                            |                        |      |              |                 |
| Restructuring (Advanced)   |   |  |                            |                        |      |              |                 |
| <b>Individual Subject/Area Outcomes</b>  | <b>Elementary/Middle Level</b> (✓)      |  | <b>Secondary Level</b> (✓) |                        |      |              |                 |
|  | ELA:                                    |  | ELA:                       |                        |      |              |                 |
|  | Math:                                   |  | Math:                      |                        |      |              |                 |
|  | Science:                                |  | Grad. Rate:                |                        |      |              |                 |
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>                                  |   |  |                            |                        |      |              |                 |
| <b>Student Groups</b>  | <b>Elementary/Middle Level</b>          |  |                            | <b>Secondary Level</b> |      |              |                 |
|  | ELA                                     | Math   | Science                    | ELA                    | Math | Grad. Rate** | Progress Target |
| All Students   | ✓                                       | ✓  | ✓                          |                        |      |              |                 |
| <b>Ethnicity</b>   |   |  |                            |                        |      |              |                 |
| American Indian or Alaska Native   |   |  |                            |                        |      |              |                 |
| Black or African American  |   |  |                            |                        |      |              |                 |

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Hispanic or Latino                               |  |  |  |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander  |  |  |  |  |  |  |  |
| White  |  |  |  |  |  |  |  |
| Multiracial                                      |  |  |  |  |  |  |  |
| <b>Other Groups</b>                              |  |  |  |  |  |  |  |
| Students with Disabilities                       |  |  |  |  |  |  |  |
| Limited English Proficient                       |  |  |  |  |  |  |  |
| Economically Disadvantaged                       |  |  |  |  |  |  |  |
| <b>Student groups making AYP in each subject</b> |  |  |  |  |  |  |  |

#### Key: AYP Status

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| √               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | 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.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09  |      | Quality Review Results – 2008-09                           |            |
|--|------|--|------------|
| Overall Letter Grade   | A    | Overall Evaluation:  | Proficient |
| Overall Score  | 76   | Quality Statement Scores:                                  |            |
| Category Scores:   |      | Quality Statement 1: Gather Data                           | Proficient |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 12.1 | Quality Statement 2: Plan and Set Goals                    | Proficient |
| School Performance<br>(Comprises 25% of the Overall Score)                         | 20.7 | Quality Statement 3: Align Instructional Strategy to Goals | Proficient |
| Student Progress<br>(Comprises 60% of the Overall Score)                           | 40.2 | Quality Statement 4: Align Capacity Building to Goals      | Proficient |
| Additional Credit  | 3.0  | Quality Statement 5: Monitor and Revise                    | Proficient |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> |      |  |            |

## **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/Teacher 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 your school's 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?
- 

### **OUR NEEDS**

After careful review of the qualitative and quantitative data that measure our school's performance, the following facts were extrapolated.

#### **STRENGTHS:**

- a) The principal is supportive of students, staff and families, has a sound understanding of the school's strengths and areas for development and effectively implements plans to promote future growth.
- b) Teachers work effectively in collaborative teams to plan their curriculum and instruction and monitor student progress.
- c) Teachers have good opportunities to develop their leadership qualities within a reflective school where all constituents have a voice.
- d) The school leaders allocate human and financial resources efficiently to ensure positive learning experiences and results.
- e) Teachers give detailed feedback across core subjects along with clear next steps for further improvement, enabling students to set precise goals and monitor their own learning.
- f) The school community is rigorous in gathering a range of relevant data across all subjects to understand student performance, and collaborates regularly to monitor progress and modify practice.

#### **ACCOMPLISHMENTS:**

- a) Mott Hall IV attracts students who are motivated to learn.
- b) There is an apparent progress in mathematics for 2008-2009.
- c) Students are furnished with a laptop/netbook to incorporate technology in the subject areas.
- d) The school is beginning to use data with more confidence to impact upon learning.
- e) Students are organized heterogeneously peer grouping.

**CHALLENGES/BARRIERS:**

- a) Improve differentiated instruction to provide all students in each classroom with challenging activities matched to their identified learning needs.
- b) Refine all school plans to include interim benchmarks for all actions, enabling the modification of goals in a timely manner to optimize the impact of actions and provide opportunities to celebrate success along the way.
- c) Increase communication efforts with parents in order to help them understand the school goals and the short-term goals of their children as they support the learning process.
- d) Extend and refine opportunities for teachers to examine student learning conditions, student work and effective teaching strategies, supporting improved learning for students.

**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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

---

| <b>The school priorities for the year will be:</b> | <b>Goal</b>   |
|--|---|
| Professional Development                           | <ul style="list-style-type: none"> <li>• Provide on-going professional development with a focus on technology. Implement the use of EChalk effectively where instructional staff develop interactive online classrooms that allow for classroom instruction to be transparent.</li> <li>• Bridge the communication gap between administration, teachers, students and parents that keep all stakeholders informed.</li> </ul> |
| Analysis and Use of Data                           | <ul style="list-style-type: none"> <li>• Utilize periodic data to set rigorous goals and to plan the instructional program for students in the lowest and highest 1/3 subgroup in order to achieve high threes and fours for school year 2009-2010.</li> </ul>  |
| Focus on Mathematics                               | <ul style="list-style-type: none"> <li>• Utilize new math strategies to student performance and teaching capacity across the curriculum during school year 2009-2010.</li> <li>• Implement small group and co-teaching in order to provide instructional/enrichment support with a focus on number sense, geometry and algebra during 2009-2010.</li> </ul>   |

**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 2008-09 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 (SINI/SRAP/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):** Physical Education

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>Achieve a 20% increase in the number of children who score in the 80<sup>th</sup> percentile on the citywide Fitnessgram Assessment</b></p>   |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><b>Continue the use of “Recess” as an extension of Physical Education at least 20 minute per day.</b><br/><b>Continue the use of FITT (frequency, intensity, time, type) assessments/ Increase amount of assessments</b><br/><b>Mirror classroom education in Health class with practice application in PE</b></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          |   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>FITT, Fitnessgram, Progress reports(positive and negative), parental communication</b></p>  |

**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 2008-09 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 (SINI/SRAP/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):** Health Education

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>Achieve a 20% increase in the number of children who score in the 80<sup>th</sup> percentile on the citywide Fitnessgram Assessment.</b></p>  |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><b>Use Health Education as a support and springboard for Physical Education and it's goals. The goals and actions are part and parcel. Focusing on health measurements (BMI, THR, MHR, TEF, ) will give the students an understanding of their fitness level PRIOR and THROUGOUT Physical Education.</b></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          |   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>UNIT Assessments, Daily Exit quizzes, Progress reports (positive and negative), NYC Fitnessgram</b></p>   |

**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 2008-09 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 (SINI/SRAP/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):** Math – 6<sup>th</sup> Grade

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>To move up the 1/3 of the bottom class of the sixth grades.</b></p>   |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><b>.Re-teach the very important topics( topics that they struggled with ).</b><br/><b>.Differentiate instructions to meet the needs of different students.</b><br/><b>.Planning across the curriculum to maximize resources.</b></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          |   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>Bi-monthly assessments.</b><br/><b>Acuity assessments.</b><br/><b>Projects/ portfolios.</b></p>   |





|  |  |
|--|--|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> |  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <p><b>Each marking period, students will receive a grade (50%-100%) submitted on the School report card. In the interval, students will receive progress reports (at the midterm of each marking period) created by the teacher.</b></p> <p><b>Grades will be based on: projects, classwork, homework, tests, class participation and behavior.</b></p> <p><b>In addition, each student will have an ongoing record of project grades posted in their portfolio. Homework grades will be marked within individual student sketchbooks. These two measures ensure that students are aware of the grades in class, and can work towards improving grades as needed.</b></p> <p><b>Teacher will conference with students individually during class time, especially students who are struggling or not meeting expectations. Conferences will be entail teacher/student discussion on problem and planning solutions for student improvement.</b></p> |



|  |  |
|--|--|
|  | <p>Each teacher will have the opportunity to utilize technology within the classroom as well as in the Technology Lab. Technology equipment includes laptops, LCD projects, overhead projectors, video cameras, smartboards and digital cameras—any of which may utilized by staff to further class activities and student experiences.</p> <p>Teachers will have the opportunity for training or PD in technology use—specifically for data retrieval and study through programs such as ACUITY; use of the SmartBoard; use of laptop to create presentations; use of equipment (cameras and projectors).</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> |  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <p>Each marking period, students will receive a grade (50%-100%) submitted on the School report card. In the interval, students will receive progress reports (at the midterm of each marking period) created by the teacher.</p> <p>Grades will be based on: projects, classwork, homework, tests, class participation and behavior.</p>  |

**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 2008-09 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 (SINI/SRAP/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):** SCIENCE/ 6<sup>TH</sup> GRADE

|  |  |
|--|--|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>100% mastery of Science content for units 1-4,</b></p> <ul style="list-style-type: none"> <li>• 80% on levels 3 and 4</li> <li>• 20% on level 2, by June of 2009</li> </ul>  |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><b>Provide performance standard driven unit based instructions.</b><br/><b>Make life connections through ,Demos. Hands-on/ Lab activities and monthly field trips.</b><br/><b>Implementing the use of PAR4 and foldables as study strategies.</b><br/><b>Utilizing differentiated content and process instructions.</b><br/><b>Facilitating one-on-one student support.</b></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          |  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>  | <ul style="list-style-type: none"> <li>• <b>Bimonthly Assessments</b></li> <li>• <b>Mid-term progress reports</b></li> <li>• <b>Monthly student performance analysis and projections.</b></li> </ul>   |

**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):** 7<sup>th</sup> grade ELA

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>The average student score for 7<sup>th</sup> grade ELA on Acuity will increase from a 63% to an 80%. 80% of students will score a 3 or above on ELA exam.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b><u>Instruction</u></b><br/>Scaffolding<br/>Differentiated instruction<br/>Differentiated independent practice objectives during IR<br/>Activities based on different learning styles<br/>Using data to re-teach objectives</p> <p><b><u>Grouping</u></b><br/>Ability groups for guided reading<br/>Mixed group for instruction and guided practice<br/>Student choice groups for projects</p> <p><b><u>Skills of the week</u></b>—grammar, ELA skills</p> <p><b><u>Conferencing</u></b><br/>Re: writing (during IW)<br/>Re: reading (during IR)</p> <p><b><u>Grammar</u></b><br/>Grammar skill of the week<br/>Editing passages<br/>Reviewing skills through worksheets and extra homework assignments</p> |

|  |   |
|--|---|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> |   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                           | <p>Portfolio review<br/> Monthly writing piece<br/> Unit tests<br/> Projects<br/> Acuity Assessments<br/> School-wide assessments<br/> Independent Practice<br/> Acuity data in excel worksheets and individual student folders<br/> Assessment data in excel worksheet</p> |

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 7     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 8     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 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)                 | <b>Description:</b> Provide a brief description of <b>each</b> 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.). |
|--|--|
| <b>ELA:</b>  |  |
| <b>Mathematics:</b>  |  |
| <b>Science:</b>  |  |
| <b>Social Studies:</b>                                       |  |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  |  |
| <b>At-risk Services Provided by the School Psychologist:</b> |  |
| <b>At-risk Services Provided by the Social Worker:</b>       |  |
| <b>At-risk Health-related Services:</b>                      |  |

## **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 (2010-2011) LAP narrative to this CEP.

### **Language Allocation Policy MS 522 Mott Hall IV 2010-2011**

#### **Description of the School**

Mott Hall IV is a progressive inner city middle school that is located in the Ocean Hill section of Brooklyn. It opened its doors on September 2004. At present the school is sharing the John Coleman campus with three other schools. The stakeholders consider it to be a “choice” school for students and parents who are serious about education. Mott Hall IV currently has 258 general and special education students in grades six to eight. We encourage and promote interaction amongst all stakeholders. It is our policy to ensure that all individuals enjoy a school environment free from all forms of discrimination.

Our goal is to expose students to a rigorous curriculum in a safe, nurturing environment that will prepare students intellectually, physically and socially for the challenges of the 21<sup>st</sup> century. The school is currently represented by three ethnic groups – Blacks, Chinese and Hispanics. Our students with special needs are in two classes – grades 8 (CTT setting) and 6 (12:1 setting). We have four ESL students who are in the sixth, seventh and eighth grades. One of the students in the grade 8 CTT program, another is in Grade 7 general education and the other in the 6/7 Bridge Self- contained 12:1 class. The students in grade 8 CTT and grade 6/7 Bridge Self- contained have IEPs. The fourth student is in a regular grade 6 class.

#### **Program Model Description**

MS 522K currently has four students who are entitled to receive ESL services. MS 522K will provide English as a Second Language Program to these students during the ELA and content area instruction using the push in model. The home languages that are spoken by these students are Spanish and French.

#### **Parent Choice**

Parents/guardians of these students have completed the Home Language Identification Survey (HLIS), and the students were found to be eligible for the service. Spanish and French are the languages spoken at home. The parents were informed that the school can only provide ESL service. If a parent indicated that he or she wanted TBE or Dual Language program, he or she will be informed of their rights and placement office will be contacted.

#### **2010-2011 NYSESLAT DATA**

An analysis of the 2010 RLAT reported indicated that three of our student received a LAB-R score of intermediate. The other student received an advanced score.

### **New York State Assessments**

An analysis of the 2010 NYS ELA and Math tests indicated that the student in grade 6 received Level 2 proficiency in both subject areas. The grade 7 student in general education was Level 1 in ELA and Level 2 in Math. The students with special needs in the 6/7 Bridge Self-contained and grade 8 classes were Level 1 in both subject areas.

### **Implications for Instruction**

Since Mott Hall IV has such a small ELL/ESL population, it is statistically insignificant and a trend analysis is not possible. However, we believe that all students should be nurtured culturally, linguistically and academically. Students will receive their mandated ESL instruction from a certified ESL teacher. All teachers will receive ESL training from the Department of English Language Learners and our CFN Network 9 team. ELL students are also identified on our Inquiry Team. Mott Hall IV will continue to provide an academically rigorous instruction for our ELL students utilizing ESL techniques and instructional methodologies.

These techniques will include:

- 
- Total Physical Response
  - Use of graphic organizers for reading and writing instruction
  - Use of visuals and ESL software to enrich instruction
  - Use of theater via our Drama Club
  - Self Assessment in core subjects
  - Virtual learning in Social Studies
  - Experimental learning in Science labs
  - Environmental learning vial multicultural field trips

### **LAP Team**

Mott Hall IV LAP team will meet periodically and include the following staff members:

- 
- ELA teacher
  - Foreign Language teacher
  - Assistant Principal
  - Special Education/CTT teacher
  - Guidance Counselor
  - Parent Coordinator
  - PTA Personnel
- 
-

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Form TIII – A (1)(a)**

Grade Level(s) 6 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 1 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP  
Grade Level (s) \_7\_\_\_\_\_ 2  
8 1

Number of Teachers \_\_\_\_\_ 1 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_ Sp. Ed./CTT teachers \_\_\_\_\_

**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.

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- **There are 4 ELL students at Mott Hall IV Middle School. The services the need will be rendered by a licensed foreign language teacher. The ELL provider will corroborate NYSESLAT and Acuity scores to determine the proficiency levels, and align differentiated instruction to meet individual student's needs. The ELL instruction will be delivered by scaffolding which includes modeling, bridging, contextualization, schema building, connecting text to self and community, and meta-cognition. They will receive a hundred and eighty minutes of instruction weekly.**
- **The instructional materials that are used to support the learning of ELL students include: books on tape, books in students native language, computer resources and visual aids. Professional development sessions will be provided in-house and external by the Integrated Service Center (ISC).**

**0Professional 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.

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- **The administrative staff examines the application of standards in the classroom. They also gather insight of students’ needs and instructional delivery, and share the information with teachers. External professionals also provide the faculty with relevant professional development. One-to-one professional development is given on strategies, steps to take, and alternative methods of teaching content areas – ELA and math.**

**Form TIII – A (1)(b)**

School: MS 522K BEDS Code: 332300010522

**Title III LEP Program  
School Building Budget Summary**

| <b>Allocation Amount:</b>  |                        |  |
|--|------------------------|--|
| <b>Budget Category</b>   | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>   |
| <b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>  | (e.g., \$9,978)        | <b>(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)</b> |
| <b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>   | (e.g., \$5,000)        | <b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>                                       |
| <b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul> | (e.g., \$500)          | <b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  |
| <b>Educational Software (Object Code 199)</b>  | (e.g., \$2,000)        | <b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>  |

|               |  |  |
|---------------|--|--|
|               |  |  |
| <b>Travel</b> |  |  |
| <b>Other</b>  |  |  |
| <b>TOTAL</b>  |  |  |

### **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**

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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.
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.

#### **Part B: Strategies and Activities**

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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.
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.
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>.

**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 Basic | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  |               |              |       |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               |              |       |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: |               | *            |       |
| 4. Enter the anticipated 10% set-aside for Professional Development:  |               | *            |       |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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.
  
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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
9. 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.
10. 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.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name            | Fund Source<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program<br><i>(☑)</i> |    |     | Amount Contributed to Schoolwide Pool<br><i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. |           |
|-------------------------|--|--|----|-----|---|--|-----------|
|                         |  | Yes  | No | N/A |   | Check <i>(☑)</i>   | Page #(s) |
| Title I, Part A (Basic) | Federal  | √  |    |     |   |  |           |
| Title I, Part A (ARRA)  | Federal  | √  |    |     |   |  |           |
| Title II, Part A        | Federal  |  |    |     |   |  |           |
| Title III, Part A       | Federal  |  |    |     |   |  |           |
| Title IV                | Federal  |  |    |     |   |  |           |
| IDEA                    | Federal  |  |    |     |   |  |           |

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

|          |       |  |  |  |  |  |  |
|----------|-------|--|--|--|--|--|--|
| Tax Levy | Local |  |  |  |  |  |  |
|----------|-------|--|--|--|--|--|--|

**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.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
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;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**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.

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

## **APPENDIX 7: 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>

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### **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.)
2. Please describe the services you are planning to provide to the STH population.

### **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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |              |             |        |               |  |              |
|---------------------|--------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | Mott Hall IV |             |        |               |  |              |
| <b>District:</b>    | 23           | <b>DBN:</b> | 23K522 | <b>School</b> |  | 332300010522 |

**DEMOGRAPHICS**

|                |       |  |   |  |   |    |          |  |  |
|----------------|-------|--|---|--|---|----|----------|--|--|
| Grades Served: | Pre-K |  | 3 |  | 7 | v  | 11       |  |  |
|                | K     |  | 4 |  | 8 | v  | 12       |  |  |
|                | 1     |  | 5 |  | 9 |    | Ungraded |  |  |
|                | 2     |  | 6 |  | v | 10 |          |  |  |

| <b>Enrollment</b>  |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Pre-K              | 0       | 0       | 0       |  | 94.1    | 94.1    | 93.0    |
| Kindergarten       | 0       | 0       | 0       |  |         |         |         |
| Grade 1            | 0       | 0       | 0       | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2            | 0       | 0       | 0       | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Grade 3            | 0       | 0       | 0       |  | 94.9    | 98.2    | 96.8    |
| Grade 4            | 0       | 0       | 0       |  |         |         |         |
| Grade 5            | 0       | 0       | 0       | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6            | 74      | 81      | 89      | (As of October 31)                                   | 2008-09 | 2009-10 | 2010-11 |
| Grade 7            | 61      | 81      | 87      |  | 69.1    | 76.4    | 79.0    |
| Grade 8            | 39      | 57      | 82      |  |         |         |         |
| Grade 9            | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10           | 0       | 0       | 0       | (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
| Grade 11           | 0       | 0       | 0       |  | 4       | 10      | 14      |
| Grade 12           | 0       | 0       | 0       |  |         |         |         |
| Ungraded           | 0       | 0       | 0       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total              | 174     | 219     | 258     | (As of October 31)                                   | 2007-08 | 2008-09 | 2009-10 |
|                    |         |         |         |  | 0       | 1       | 0       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31)                             | 2008-09 | 2009-10 | 2010-11 | (As of June 30)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 19      | 8       | 8       | Principal Suspensions                               | 24      | 25      | 0       |
| # in Collaborative Team Teaching (CTT) Classes | 0       | 3       | 8       | Superintendent Suspensions                          | 5       | 2       | 2       |
| Number all others                              | 3       | 1       | 3       |   |         |         |         |

*These students are included in the enrollment information above.*

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| (As of October 31)                                  | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | 0       | 0       | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)  | 2008-09 | 2009-10 | 2010-11 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 14      | 15      | 14      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 3       | 3       | 4       |
| # receiving ESL services only                                     | 2       | 1       | TBD     |  |         |         |         |
| # ELLs with IEPs  | 0       | 1       | TBD     |  |         |         |         |

*These students are included in the General and Special Education enrollment information above.*

| <b>Number of Educational Paraprofessionals</b> |         |         |         |
|--|---------|---------|---------|
| (As of October 31)                             | 2007-08 | 2008-09 | 2009-10 |
|  | 0       | 0       | 1       |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 2       | 3       | 4       | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 92.3    |
|   |         |         |         | % more than 2 years teaching in this school            | 42.9    | 66.7    | 78.6    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 21.4    | 26.7    | 42.9    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 71.0    | 73.0    | 78.6    |
| American Indian or Alaska Native                  | 0.0     | 0.0     | 0.0     | % core classes taught by "highly qualified" teachers   | 80.0    | 84.0    | 90.2    |
| Black or African American                         | 86.2    | 90.0    | 90.3    |  |         |         |         |
| Hispanic or Latino                                | 10.3    | 9.1     | 8.9     |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 1.1     | 0.9     | 0.4     |  |         |         |         |
| White   | 1.7     | 0.0     | 0.0     |  |         |         |         |
| <b>Male</b>                                       | 46.0    | 39.7    | 38.4    |  |         |         |         |
| <b>Female</b>                                     | 54.0    | 60.3    | 61.6    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  | v       | v       | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|  | Phase                         |  | Category |       |         |               |
|--|-------------------------------|--|----------|-------|---------|---------------|
|  | In Good                       |  | v        | Basic | Focused | Comprehensive |
|  | Improvement Year 1            |  |          |       |         |               |
|  | Improvement Year 2            |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Restructuring Year 1          |  |          |       |         |               |
|  | Restructuring Year 2          |  |          |       |         |               |
|  | Restructuring Advanced        |  |          |       |         |               |

#### Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level |   | Secondary Level  |  |
|-------------------------|---|------------------|--|
| ELA:                    | v | ELA:             |  |
| Math:                   | v | Math:            |  |
| Science:                | v | Graduation Rate: |  |

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

| Student Groups      | Elementary/Middle Level |      |         | Secondary Level |      |             | Progress Target |
|---------------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
|                     | ELA                     | Math | Science | ELA             | Math | Grad Rate** |                 |
| <b>All Students</b> | v                       | v    | v       |                 |      |             |                 |
| <b>Ethnicity</b>    |                         |      |         |                 |      |             |                 |

|   |          |          |          |  |  |  |  |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native                |          |          |          |  |  |  |  |
| Black or African American                       | v        | v        |          |  |  |  |  |
| Hispanic or Latino                              | -        | -        | -        |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | -        | -        | -        |  |  |  |  |
| White   | -        | -        |          |  |  |  |  |
| Multiracial                                     | -        | -        |          |  |  |  |  |
| Students with Disabilities                      | -        | -        |          |  |  |  |  |
| Limited English Proficient                      | -        | -        | -        |  |  |  |  |
| Economically Disadvantaged                      | v        | v        | -        |  |  |  |  |
| <b>Student groups making</b>                    | <b>3</b> | <b>3</b> | <b>1</b> |  |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |  |    |
|--|------|--|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |  |    |
| <b>Overall Letter Grade:</b>             | C    | <b>Overall Evaluation:</b>                                 |  |  |  |  | NR |
| <b>Overall Score:</b>                    | 11.1 | <b>Quality Statement Scores:</b>                           |  |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |  |    |
| School Environment:                      | 6.2  | Quality Statement 2: Plan and Set Goals                    |  |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |  |    |
| School Performance:                      | 0    | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |  |    |
| Student Progress:                        | 4.9  |  |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |  |    |
| Additional Credit:                       | 0    |  |  |  |  |  |    |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| v = Made AYP   | U = Underdeveloped                            |
| vSH = Made AYP Using Safe Harbor Target              | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP                                 | P = Proficient                                |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed                           |
|  | NR = Not Reviewed                             |

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY**

*NCLB requirement for all Title I schools*

### **Statement of Parent Policy**

#### **MOTT HALL IV**

**MOTT HALL IV** is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community, as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

#### **I. General Expectations**

**MOTT HALL IV** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the ESEA. These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA and includes (as a component) a school-parent compact consistent with section 1118(d) of the ESEA;
- The school will incorporate this parent involvement policy into its school improvement plan;
- In carrying out the Title I , Part A parental involvement requirement participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and to the extent practicable, in a language parents understand;
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent;
- The school will support Community School District (CSD) 23 District Title Parent Involvement Policy;
- The school will encourage parent’s participation in district-wide events and activities;
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with the definition:
  - Parental involvement is defined as the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that:
    - parents play an integral role in assisting their child’s learning;
    - parents are encouraged to be actively involved in their child’s education at school;
    - parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child and carry out other activities, such as those described in section 1118 of the ESEA;



- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **MOTT HALL IV** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held in order to adopt this policy.
2. **MOTT HALL IV** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the ESEA.
- The school will provide parents with individual information on their level of achievement in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned or taught for 4 or more weeks by a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and function of our school. Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format (which includes alternative formats upon request) and to the extent practicable, in a language parents understand.



**MOTT HALL IV** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs:

- With the guidance and support of the school, family members can assist their children with homework and other related activities. Our school will encourage parents to join the Parent Teacher Association (PTA), Title I Parent Advisory Council (PAC), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS) and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate in understanding topics such as the following by undertaking the actions describing this paragraph:
  - the State's academic content standards;
  - the State's student academic achievement standards;
  - The State's student academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: **workshops, conferences, classes in and out-of-State including any equipment or other materials that may be necessary to ensure success.**
- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PAC Chairperson and the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- **Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their rights to be involved.**
- **School publications** (i.e. school website ([www.motthall4.com](http://www.motthall4.com)), pamphlets, newsletters and letters to parents) will be used to inform parents of important upcoming events including testing dates, school events and open school.
- **The school calendar will be disseminated each month by back pack to all parents, one week before the start of the month.**



- Saturday English as a Second Language (ESL) and Computer workshops may be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for billing education and/or free standing ESL programs.
- Parent workshop will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc.

### **School Visitations**

Parents with children attending **MOTT HALL IV** are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings; the Parent Coordinator will provide dates and time:

- Back to School Parent Orientation (September);
- Parent teacher conferences (fall and spring);
- PTA/PAC and SLT meetings (monthly);
- Student of the month celebration held in conjunction with PTA/PAC meetings;
- Culminating celebrations marking their child's success at the school ;
- Parent workshop and activities (as scheduled by the Parent Coordinator and school staff) Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange and appointment.

### **Professional Development:**

**MOTT HALL IV and CSD 23** will help parent become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data and health/social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

**Professional Development** is provided by the National/Regional II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. **It is recommended that one (1) PAC member attend each conference.**

**Professional Development** is provided for parents at District 23 annual events and activities.



**ELL Professional development:** City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** City-wide and Regional District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assignments given to their children.

### **Project Funding**

**MOTT HALL IV** will set aside a minimum of (1%) of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

**MOTT HALL IV** will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meeting.

### **Responsibilities of the Title I Parent Advisory Council**

In order to maintain the effectiveness of **MOTT HALL IV** Title I Parent Involvement Policy, it is necessary for the PAC to support and uphold the contents of the school and district parent involvement policy, as well as:

- a. Serve two-year term;
- b. Attend monthly school and district meetings;
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report.
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual Accountability Report with parent members of the school community;
- e. Review and provide input in the CEP, annual program evaluations and budget proposals;
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC Representatives**

Members of Title I Parent Advisory Council must be a parent of a child attending **MOTT HALL IV** and elected by parent membership.



### **Election/Voting Procedures**

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PTA elections;
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO;
- c. the Nomination committee will be formed in **February** and the slate presented in March at the following PTA meeting of the election year;
- d. Nomination will be accepted from the floor and closed on the day of elections;
- e. A quorum of nine **(9)** parent members must be present to conduct official business of the PA/PTA and PAC;
- f. Only parents with children attending **MOTT HALL IV** can vote;
- g. Absentee ballots/nominations or voting by proxy is **not** permitted;
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

### **PAC has no standing committee**

#### **Duties of PAC Officers**

The Title I PAC will consist of the following officers: Chairperson, Co-chair, Secretary, Treasurer and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the **MOTT HALL IV** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The chair must serve as a voice for NYC children whereby legislators and others may be aware of the concerns of responsible parents in NYC regarding proposed allocations, CEPs, basis for formulas, proposals, etc. And be an ex-officio member of all committees except the nominating committee.

**The Co-Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co-Chair will be responsible for monitoring the PAC's budget.



**The Secretary** will prepare, file and ensure the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings. Events are recorded and secured within the school.

**The Treasurer** will be responsible for preparing the PAC's budget and passing on all financial forms/invoices and receipts to the secretary.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping**

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as carbonless forms and purchase orders as well programs records including but not limited to meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

### **III. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with and agreed on with parents of children participating in Title I, Part A programs, as evidenced by **Rosemarie Boyd, PTA President**. This policy was adopted by the **MOTT HALL IV on 10/27/2010** and will be in effect for the period of 1 school year. The school will distribute this policy to all parents of participating Title I, Part A children and post on the school's website.

### **IV. Annual Evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

### **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at 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.



**1137 Herkimer Street  
Brooklyn, NY 11233  
Phone: 718-485-5240**

### Title I School-Parent Compact

The school and parents working cooperatively to provide for the successful education of their children agree:

| <b>MOTT HALL IV Responsibilities:</b>  | <b>The Parent/Guardian will:</b>  |
|--|---|
| <p><b>MOTT HALL IV</b> and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children) agree that this compact outlines how the parents, the entire school staff and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.</p> <p><b>MOTT HALL IV</b> will:</p> <ul style="list-style-type: none"> <li>• Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:               <ul style="list-style-type: none"> <li>• Hold parent teacher conferences twice during the school year and discuss this compact as it relates to the individuals child's achievement. Specifically, these conferences will be held during the fall and spring semester.</li> <li>• Provide parents with frequent reports on their children's progress.</li> <li>• Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Promoting positive use of my child's extracurricular time;</li> <li>• Monitor attendance;</li> <li>• Ensure that homework is completed in a timely fashion;</li> <li>• Monitor amount of television their children watch;</li> <li>• Volunteer in child's school/classroom;</li> <li>• Participate as appropriate, in decisions relating to my child's education;</li> <li>• Promote positive use of my child's extracurricular time;</li> <li>• Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate. (i.e. checking book bags);</li> <li>• Serve, to the extent possible, on policy advisory groups. (Improvement Team, the Title I Policy Advisory Committee, the District Wide Policy Advisory council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups etc.).</li> <li>• Enforce School Policies</li> </ul> |



|   |  |
|---|--|
|   |  |
| <p><b>MOTT HALL IV Responsibilities cont'd</b></p>  | <p><b>MOTT HALL IV Student Responsibilities:</b></p>   |
| <ul style="list-style-type: none"> <li>• Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:</li> <li>• Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely fashion.</li> <li>• Involve parents in the joint development of any School Wide Program plan (for School wide Policy schools) in an organized, ongoing and timely fashion.</li> <li>• Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents and will offer a flexible number of additional parental involvement meeting, such as in the morning or evening, so that as many parents as possible are in attendance. The school will invite and encourage all parents of children participating in Title I, Part A programs (participating students) to this meeting.</li> <li>• Provide information to parents of participating students in a uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable in a language that parents can understand.</li> <li>• Provide to parents of participating children information in a timely fashion about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure</li> </ul> | <p>We, as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <ul style="list-style-type: none"> <li>• Do homework every day and ask for help when needed;</li> <li>• Read at least 30 minutes every day outside of school time;</li> <li>• Give to the adult who is responsible for my welfare all notices and information received from the school on a daily basis;</li> <li>• Wear entire school uniform everyday;</li> <li>• Show respect for my teachers, school, classmates and myself;</li> <li>• Settle differences without resorting to physical or verbal fighting;</li> <li>• Conduct myself outside the school with dignity and respect.</li> </ul> |



children's progress and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, languages and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not qualified within the meaning of the term in section 200.56 of the Title I.
- Provide students with the opportunity to be exposed to cultural events during school trips.
- ELA Teacher should teach vocabulary words and students should be given the opportunity to be part of the National Spelling Bee.
- School will keep an open line of communication where parents are informed.

**SIGNATURES:**

\_\_\_\_\_  
**MOTT HALL IV**

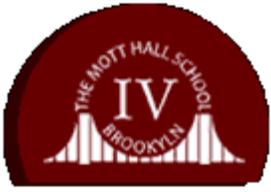
\_\_\_\_\_  
**PAC CHAIR / PTA PRESIDENT**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**



*(Please note that signatures are not required)*

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |  |                                 |
|--|--------------------|--|---------------------------------|
| Network Cluster <b>CFN 9</b>                           | District <b>23</b> | School Number <b>522</b>                   | School Name <b>Mott Hall IV</b> |
| Principal <b>La Juan White</b>                         |                    | Assistant Principal <b>Caroline Daly</b>   |                                 |
| Coach <b>N/A</b>                                       |                    | Coach <b>N/A</b>                           |                                 |
| Teacher/Subject Area <b>Ana Torres Almonte/Spanish</b> |                    | Guidance Counselor <b>Kenneth Springer</b> |                                 |
| Teacher/Subject Area <b>O. Boston/ ELA</b>             |                    | Parent <b>S. Heath</b>                     |                                 |
| Teacher/Subject Area <b>A. Felts/ELA</b>               |                    | Parent Coordinator <b>Latitia Jackson</b>  |                                 |
| Related Service Provider                               |                    | Other <b>B. Morris/Speech</b>              |                                 |
| Network Leader <b>Varleton McDonald</b>                |                    | Other <b>R. Bromley/Sp. Ed.</b>            |                                 |

### B. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers                          | <b>0</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>1</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>3</b> |

### C. School Demographics

|                                    |            |                      |          |   |              |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total Number of Students in School | <b>256</b> | Total Number of ELLs | <b>4</b> | ELLs as Share of Total Student Population (%) | <b>1.56%</b> |
|------------------------------------|------------|----------------------|----------|---|--------------|

## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Parents/guardians of these students have completed the Home Language Identification Survey (HLIS), and the students were found to be eligible for service. Spanish and French are the languages spoken at home. The parents were informed that the school can only provide ESL service. If a parent indicated that he or she wanted TBE or Dual Language Program, he or she will be informed of their rights and placement office will be contacted. A qualified ESL teacher was contacted to evaluate parents and test ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. At a Parent/Teacher conference for ELLs parents, these parents were shown the video prepared by the DOE. The Assistant Principal also explained the differences among the program choices. The foreign language teacher also explained in spanish to specific parents.
3. Parent Coordinator contacted parents and they were given entitlement letters. These letters were returned to PC.
4. After the various programs were explained to parents, they were told that MHIV offered ESL, and they accepted. The foreign language teacher was there to assist in the communication with parents. Since this is also a middle school, some of our ELLs were placed in the ESL program since elementary school.
5. The Parent Survey and Program Selection forms were reviewed and it was discovered that all parents chose ESL as their program choice.
6. The program model offered at our school is aligned to parents' requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |

|                |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Self-Contained |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Push-In        |          |          |          |          |          |          | 2        | 1        | 1        |          |          |          |          | 4        |
| <b>Total</b>   | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> | <b>1</b> | <b>1</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>4</b> |

**B. ELL Years of Service and Programs**

| Number of ELLs by Subgroups |  |  |   |                                 |
|-----------------------------|--|--|---|---------------------------------|
| All ELLs                    |  | Newcomers (ELLs receiving service 0-3 years) | 1 | Special Education               |
| SIFE                        |  | ELLs receiving service 4-6 years             | 1 | Long-Term (completed 6 years) 2 |

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

| ELLs by Subgroups |                            |                            |                            |                            |                            |                            |                                    |                            |                            |                          |                            |
|-------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------------|----------------------------|----------------------------|--------------------------|----------------------------|
|                   | ELLs (0-3 years)           |                            |                            | ELLs (4-6 years)           |                            |                            | Long-Term ELLs (completed 6 years) |                            |                            |                          |                            |
|                   | All                        | SIFE                       | Special Education          | All                        | SIFE                       | Special Education          | All                                | SIFE                       | Special Education          | Total                    |                            |
| TBE               | <input type="checkbox"/>           | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> 0 |
| Dual Language     | <input type="checkbox"/>           | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> 0 |
| ESL               | <input type="checkbox"/> 1 | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> 1 | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>           | <input type="checkbox"/>   | <input type="checkbox"/> 2 | <input type="checkbox"/> | <input type="checkbox"/> 2 |
| <b>Total</b>      | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0         | <input type="checkbox"/> 0 | <input type="checkbox"/> 2 | <input type="checkbox"/> | <input type="checkbox"/> 2 |

Number of ELLs in a TBE program who are in alternate placement:

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

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs) K-8                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Number of ELLs by Grade in Each Language Group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|              | K       |    | 1       |    | 2       |    | 3       |    | 4       |    | 5       |    | 6       |    | 7       |    | 8       |    | TOTAL   |    |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
|              | EL<br>L | EP |
| Spanish      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Chinese      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Russian      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Korean       |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Haitian      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| French       |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Other        |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| <b>TOTAL</b> | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  |

| <b>Dual Language (ELLs/EPs)<br/>9-12</b>              |     |    |     |    |     |    |     |    |       |    |
|---|-----|----|-----|----|-----|----|-----|----|-------|----|
| <b>Number of ELLs by Grade in Each Language Group</b> |     |    |     |    |     |    |     |    |       |    |
|   | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|   | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish   |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese   |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian   |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean  |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian   |     |    |     |    |     |    |     |    | 0     | 0  |
| French  |     |    |     |    |     |    |     |    | 0     | 0  |
| Other   |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| <b>This Section for Dual Language Programs Only</b>               |                                    |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):                                 |                                    |
| African-American:   | Asian:                             |
| Hispanic/Latino:  | Other:                             |
| Native American:  | White (Non-Hispanic/Latino):       |

| <b>Freestanding English as a Second Language</b>      |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| <b>Number of ELLs by Grade in Each Language Group</b> |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish   |   |   |   |   |   |   | 1 | 1 | 1 |   |    |    |    | 3     |
| Chinese   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French  |   |   |   |   |   |   | 1 |   |   |   |    |    |    | 1     |
| Korean  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

## Freestanding English as a Second Language

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> | <b>1</b> | <b>1</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>4</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. a. Push-in and pull-out
- b. Ungraded - teacher meets with the 4 students in a group.
2. The ELA, foreign language, speech and special education teachers provided these students with rigorous instruction.
3. The workshop model is used to provide instruction with differentiated tasks that allow ELLs different entry points inot the lesson.
4. a-e: The techniques used:
  - Total Physical Response
  - Use of graphic organizers for reading and writing instruction
  - Use of visuals and ESL software to enrich instruction
  - Use of theater via Creative Arts Team (CAT)
  - Self assessment in core subjects
  - Virtual learning in Social Studies
  - Experimental learning in Science labs
  - Environmental learning via multicultural field trips

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

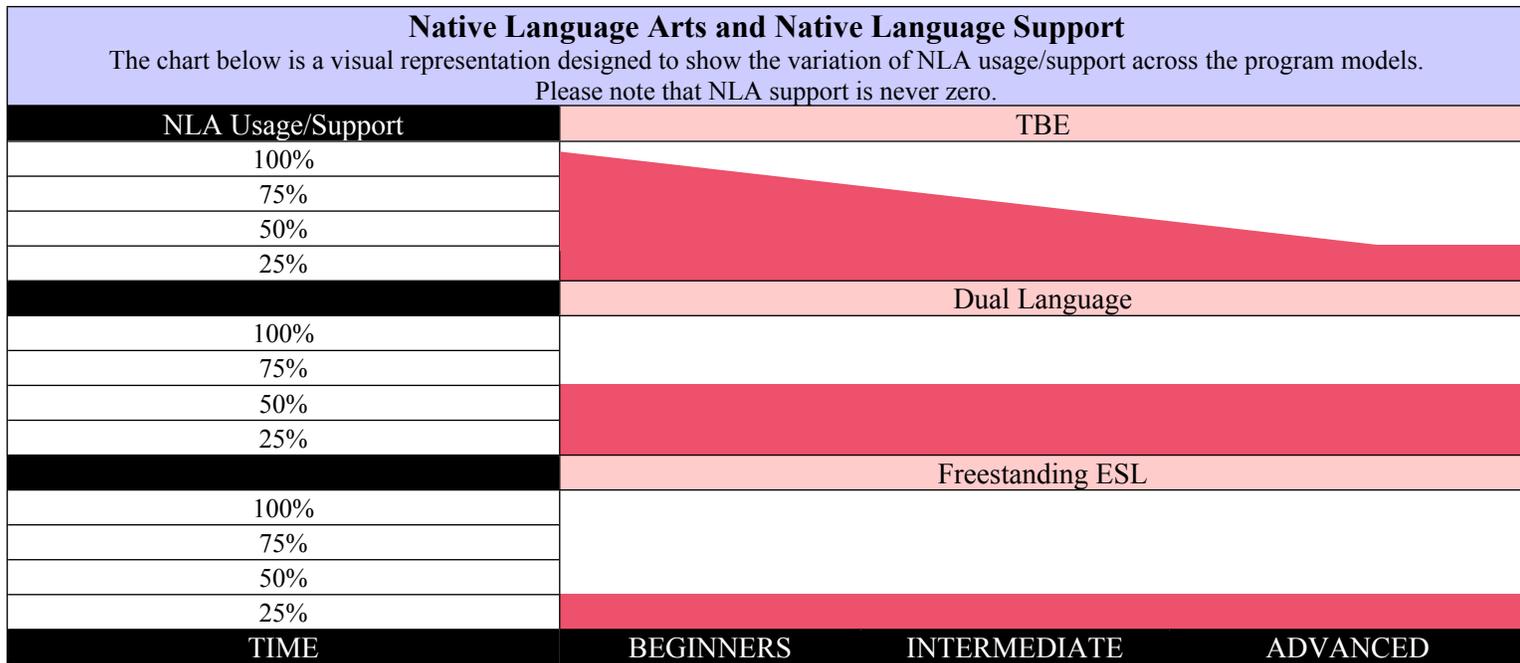
Beginning

Intermediate

Advanced

|   |                       |                       |                      |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b> |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
|  | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154                | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154                |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                             | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

There are 4 ELLs at Mott Hall IV. The services they receive is rendered by a licensed foreign language teacher. This teacher is supported by the specific ELA and Sp. Ed. teachers. The ELL providers corroborate NYSESLAT and Acuity scores to determine the proficiency levels, and align differentiated instruction to meet individual student's needs. The ELL instruction is delivered by scaffolding which includes modeling, bridging, contextualization, schema building, connecting text to self and community and meta-cognition. They receive a hundred and eighty minutes of instruction weekly.

The instructional materials that are used to support the learning of ELL students include: books on tape, books in students' native language, computer resources - Rosetta Stone/ Achieve 3000/AHH math - visual aids. Professional development sessions will be provided in-house and external by the Integrated Service Center (ISC).

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

At the given PDs the inquiry team examined the application of standards in the classroom. They also gathered insight into ELLs' needs in regards to instructional delivery. The data collected were shared with teachers. External professionals also provided the faculty with relevant professional development. One-on-one professional development was given on strategies, steps to take, and alternative methods of teaching content across all subject areas, especially ELA and math. As ELLs transition from middle to high school they are exposed to rigorous writing activities - short and extended responses.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

All parents are invited to attend workshops and conferences throughout the school year. CBOs, such as Sports and Arts and Urban Word NYC provide workshop and services to all of our parents Periodically surveys and questionnaires are given parents and the information collected is used to assess their needs. Every effort is made to satisfy the needs of all parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Advanced (A)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       |         |         | 1       |         | 1     |
| 7       | 2       |         |         |         | 2     |

| NYS ELA                |         |  |         |         |         |       |
|------------------------|---------|--|---------|---------|---------|-------|
| Grade                  | Level 1 |  | Level 2 | Level 3 | Level 4 | Total |
| 8                      | 1       |  |         |         |         | 1     |
| NYSAA Bilingual Spe Ed |         |  |         |         |         | 0     |

| NYS Math               |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      |         |    |         |    |         |    |         |    | 0     |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 6                      |         |    | 1       |    |         |    |         |    | 1     |
| 7                      | 2       |    |         |    |         |    |         |    | 2     |
| 8                      | 1       |    |         |    |         |    |         |    | 1     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Science            |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      | 1       |    | 2       |    |         | 1  |         |    | 4     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Social Studies     |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 5                      |         |    |         |    | 4       |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Biology                     |                            |                 |                             |                 |
| Chemistry                   |                            |                 |                             |                 |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

### Additional Information

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

Paste additional information here

An analysis of the 2010 RLAT indicated that three of our ELLS received were at the intermediate stage. While the other student received an advance score.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           |                 |
|              | Assistant Principal  |           |                 |
|              | Parent Coordinator   |           |                 |
|              | ESL Teacher          |           |                 |
|              | Parent               |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Coach                |           |                 |

|  |                    |  |  |
|--|--------------------|--|--|
|  | Coach              |  |  |
|  | Guidance Counselor |  |  |
|  | Network Leader     |  |  |
|  | Other              |  |  |