



THE MOTT HALL SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: THE MOTT HALL SCHOOL
ADDRESS: 71-111 CONVENT AVE
TELEPHONE: 212-281-5028
FAX: 212-491-3451

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310600010223 **SCHOOL NAME:** The Mott Hall School

SCHOOL ADDRESS: 71-111 CONVENT AVE, MANHATTAN, NY, 10027

SCHOOL TELEPHONE: 212-281-5028 **FAX:** 212-491-3451

SCHOOL CONTACT PERSON: CYNTHIA ARNDT **EMAIL ADDRESS:** CArndt@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ezster Boros

PRINCIPAL: CYNTHIA ARNDT

UFT CHAPTER LEADER: Ezster Boros

PARENTS' ASSOCIATION PRESIDENT: Belkis Poche

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** Network 601

NETWORK LEADER: LAWRENCE BLOCK

SUPERINTENDENT: MARTHA MADERA

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
Cynthia Arndt	Principal	Electronic Signature Approved.
Eszter Boros	UFT Chapter Leader	Electronic Signature Approved.
Keith Palmieri	UFT Member	Electronic Signature Approved.
Kristin Emanuel	UFT Member	Electronic Signature Approved.
Melanie Thai	Admin/CSA	Electronic Signature Approved.
Bud Ramkisson	Parent	Electronic Signature Approved.
Belkis Poche	Parent	Electronic Signature Approved.
Celeste Rodriguez	Parent	Electronic Signature Approved.
Adaliz Gonzalez	Admin/CSA	Electronic Signature Approved.
Mario Sanabria	Parent	Electronic Signature Approved.
Maritza Urena	Parent	Electronic Signature Approved.
Edwin Pabon	Parent	Electronic Signature Approved.

* 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.

The Mott Hall is located in Harlem, New York. We envision our intermediate school as a community of learners where all member, students, staff, and parents are actively engaged in the educational process. The mission of the school is to develop students as leaders while fostering independent, self-reliant, and lifelong learning habits. We are bridging the digital divide that exists which they need to thrive in a caring, yet firm atmosphere. In 2010, Mott Hall was rated as an A school for the fourth consecutive year by the New York City Department of Education, and as a school in good standing in ELA, Math and Science by the New York State Department of Education.

The Mott Hall School, a recognized Blue Ribbon School by the Federal government, engages our students to participate in national competitions and explorations; for example, Toshiba Explora Vision, Chess, Math Counts, New York City Spelling Bee, Global Partners Junior, Digital Media competition and Astrophysics. The enrichment model provides all of our students with a variety of electives in the areas of music, art, chess, drama, foreign language, dance, web design, among others. In addition, our seventh and eighth graders experiment with future careers through our hands-on Service Learning Program.

Our EDGE (Educational Development for Growth and Excellence) program, which occurs during the additional 37 1/2 minutes of school day, is a unique opportunity for students to receive academic intervention in the four major content areas. In addition, a variety of enrichment classes such as chess, band, web design, and art enrichments are offered in the program to address students' special interests and talents.

Mott Hall offers a distinct special education program for students who are designated to a 12:1 self-contained program in the sixth and seventh grade. However, due to structural size constraints of the room, the program is limited to seven special needs students in the Eighth grade, thus offering more one on one teacher support. These students are mainstreamed for a variety of enrichment program such Art, PE, Community Service, and several others, as well as academic core curriculum courses.

Lastly, Mott Hall places an emphasis on professional development to maintain highly quality staff as well as to support new teachers. Teachers meet twice a week. These meetings are designed in order to collaboratively plan instruction, engage in professional development, develop and analyze assessments and study student work in order to make data driven decisions.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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									
School Name:	The Mott Hall School								
District:	6	DBN #:	06M223	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.5	96.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		99.3	98.32	TBD		
Grade 4	48	0	0						
Grade 5	79	79	0	Poverty Rate - % of Enrollment:					
Grade 6	103	145	129	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	99	100	147		62	62	78.1		
Grade 8	99	96	94						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	4	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	428	420	370	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	8	7	10	Principal Suspensions	0	3	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	2	TBD		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	6	1	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	0	Number of Teachers	25	28	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	5	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	64	64.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	68	60.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	76	82	TBD
American Indian or Alaska Native	0.2	0	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.7	100	TBD
Black or African American	4.7	4.8	5.1				
Hispanic or Latino	84.4	86.4	89.2				
Asian or Native Hawaiian/Other Pacific Isl.	6.1	4.8	3				
White	4.7	4	2.4				
Multi-racial							
Male	41.8	44.3	42.7				
Female	58.2	55.7	57.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Greatest Accomplishments:

As indicated in the Learning Environment Survey conducted by the New York City Department of Education in the Spring of 2010, the Mott Hall School has a clear vision, which is shared with the whole school community. This school communicates effectively with parents, teachers and students. All stakeholders are aware of the school's high expectations, goals set, progress and success of our students. The Learning Environment Survey revealed also that there is an environment of safety and respect in our school. Students and teachers know the social and behavioral expectations and accomplish them successfully.

Leaders and teachers use and analyze a wide range of data to understand and meet the needs of all students, ensuring that students make good progress in ELA and Math. Once data is analyzed and the teams make revisions of goals, curricular decisions, and collaborative lesson planning, teachers make sure that technology is used in a well-integrated manner across all subjects. Assistant principals work effectively with teachers during Collaborative Planning and Inquiry Meetings to support them in the use of school data based on formative and summative assessments (Acuity, ScanTron, ITT, ARIS, Unit Exams, Baseline Assessments, quizzes, tests, and class work). As indicated in the Progress Report, the school has high academic expectations and a high level of students making at least one year academic progress especially in English Language Arts and Mathematics in comparison to the Peer and City Horizons.

Aids to Continuous Improvement

Instructional staff is receiving a variety of trainings through our network (CFN'S) and attending various city and statewide professional development sessions. Another significant aid to our continuous school improvement can be attributed to the inquiry process which effectively collected and assessed data. As a result, our school team reflects on student data and plans lessons using differentiated, project-based learning to target specific student needs. Departmental and grade meetings teams are using the inquiry process to collaboratively create periodic assessments and drive further instruction. Collaborative Planning Time is used by teachers to discuss data and curriculum modification. Finally school leaders provide continuous and effective feedback to teachers

on best teaching practices and strategies on instructing and planning lessons. School leaders bring during this time recent literature on the content areas to discuss among teachers using this time for professional development as well for those areas observed in which teachers need improvement school wide.

After reviewing the School Environment Survey, Progress Report, and individual students' score son the ELA and Math test, the following trends were found:

Performance Trends for Mathematics:

According to the **School Progress Report (ITT)**, student progress for Mathematics indicates the following:

- *The Median Growth Percentile of our school was 87.0, compared to 84.4% in our Peer Horizon and 99.8% in the City Horizon.*
- *95.4% of our students performed at a proficiency level of 3 and 4, compared to 73.3% in our Peer Horizon and 94.3% in the City Horizon.*

We did not receive extra credit for closing the achievement gap due to the limited numbers of students enrolled in Special Education and ESL. The internal accountability scores from the Progress Report confirm the data indicated in the external accountability AOR report.

According to the results, our students made at least one year's progress, acquiring Math content knowledge and skills, being ready to perform successfully on the next grade level. However, the Math Team needs to plan strategically lessons in which students would make at least one year's progress and our school be able to surpass the City Horizon, as demonstrated in next year's Progress Report.

Approximately 95% of our students performed at a proficiency level of 3 and 4. Nevertheless, the goal of our Math Team is to increase the number of students performing at a proficiency level of 4, and make sure that the Eighth Grade students are more than ready to perform successfully in high school.

Performance Trends for English-Language Arts:

According to the **School Progress Report (ITT)**, student progress for English Language Arts indicates the following:

- *The Median Growth Percentile was 74.0 compared to 44.3% in our Peer Horizon and 69.2% in the City Horizon.*
- *87.0% of our students performed at a proficiency level of 3 and 4, compared to 47.2% of our Peer Horizon and 89.9% in the City Horizon.*

Our school received extra credit for an exemplary proficiency gains of 60% for the school's lowest third. Former English Language Learners and special education students acquired and practiced and mastered the content and skills learned in English Language Arts.

According to the Progress Report, 74% of our students gained at least one year's progress on ELA, and this over the City Horizon. Despite of the results, the ELA Department is making all efforts to identify the areas for improvements across grades, study and try new strategies that would lead the student body to perform at a higher level. Finally, teachers are using classrooms and Periodic

Assessment data to monitor the progress of targeted students in need as well as grades in general and in different areas, ensuring that all students acquire and master reading and writing skills. The goal will be to increase the number of students performing on a proficiency level of 4, making sure that all students are ready to face the challenges of the next grade level and high school.

This year the Inquiry Team has identified those students who performed at a proficiency level of 2 in the most recent New York State ELA and Math tests. This team will follow the following protocol to increase the proficiency level of these students:

- School leaders and selected team will meet once a week to discuss data and best teaching practices that can lead to improve student performance.
- Teachers meet twice a week in department and collaborative planning meetings to ensure that data-driven instruction is effective and learning goals are met.
- The team will make recommendations to teachers based on their findings and the best teaching strategies that work best to improve student performance in all content areas.
- The team will also work with these students to teach them to take ownership of their learning by establishing both long and short term goals, while creating detailed individualized action plans. This takes place in the classroom during periodic conferences built into each unit.

It is demonstrated that extra-curricular courses help students focusing more, developing discipline, and making connections applying the content they learn in the core courses. Our data supports the fact that our students demonstrate proficiency in the core courses as well as in their extra-curricular activities, and that these activities motivates and provide them with a grounds for applying the knowledge acquired in school. Students expressed their desire of having more extracurricular courses like arts, music, foreign languages, dance, and theater. Our school plans to add these during the EGDE program depending on the availability of resources, personnel and funds for the upcoming year. Students will be able to attend to any course of their preference during this time and enhance their skills and abilities.

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.

Annual Goal	Short Description
<p><input type="checkbox"/></p> <p>Math:</p> <p>By June 2011, the percent of all students achieving a level 4 mastery of 85% percent or higher on school developed unit assessments, which are aligned to state standards and common core standands, will increase by 5%.</p> <p>Based on the May 2010 New York State Mathematics exam, 95% of Mott Hall students performed at levels 3 and 4, and more specifically 77% of these students performed at level 4 mastery. The school’s goal is to increase the percent of students performing at level 4 mastery by highly aligning the in-school Mathematic unit assessments to the state exam.</p> <p>After conducting our school’s needs assessment, the Mathematics Department that there was a slight decrease in number of students making one years progress based on the 2009-2010 School Progress Report (ITT). The Mathematics Department has determined that an achievable increase of 5% is realistic moving forward, considering the high percentage of students who are expected to maintain level four. The department has established a priority to continue to both analyze the effective practices that led to the gain and increase the amount of students making a full years progress by the end of the 2010-2011 school year.</p>	<p><input type="checkbox"/></p> <p>Based on the March 2010 New York State Mathematics exam, 99% of Mott Hall students performed at levels 3 and 4, and more specifically 79% of these students performed at level 4 mastery. The school’s goal is to increase the percent of students performing at level 4 mastery by highly aligning the in-school Mathematic unit assessments to the state exam.</p> <p>After conducting our school’s needs assessment, the Mathematics Department that there was a slight decrease in number of students making one years progress based on the 2007-2008 School Progress Report (ITT). The Mathematics Department has determined that an achievable increase of 6% is realistic moving forward, considering the high percentage of students who are expected to maintain level four. The department has established a priority to continue to both analyze the effective practices that led to the gain and increase the amount of students making a full years progress by the end of the 2010-2011 school year.</p>

<input type="checkbox"/> ELA By June 2011, the percentage of students performing at 4 mastery, on a combination of school developed reading comprehension assessments, writing assessments and constructing original thesis in their formal writing (main idea), which are aligned to the state exam and the Common Core State Standards, will increase overall by 7%.	<input type="checkbox"/> Based on the April 2010 state ELA exam, 94% of Mott Hall students performed at levels 3 and 4, of which 18.75% performed at level 4. After reviewing students' performance, and reflecting on teaching practices, the ELA department determined that it is important to increase the proficiency of students in their writing performance. The school's main goal is to increase the proficiency of students on constructing an original thesis in their formal writing, in addition to increasing the percent of students performing at level 4 by more closely aligning the in-house ELA unit assessments to the state exam. After each six to eight week unit, the reading comprehension and the writing rubric scores will be averaged together at the individual student level, class level, grade level and school-wide level. The ELA department which includes teachers and leaders, as a learning team will analyze and find trends in the unit assessment results and use the implications of these same to drive further instruction and modify curriculum to immediately address students' needs.
<input type="checkbox"/> <input type="checkbox"/> By June 2011, Parent Engagement will increase 10% from last year, by planning and holding workshops, informational meetings and student achievement celebrations, as well as communicating academic progress and expectations on a monthly basis.	<input type="checkbox"/> The Parent Association holds monthly meetings every 3 rd Wednesday of the month from 6:00 to 7:00 p.m. at the school. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year. The Mott Hall School distributes report cards on a quarterly basis through the school year. The months that report cards are issued are: November, February, April and June. Progress reports are provided to students and parents by the content teacher prior to each Parent Teacher Conference and Report Card.

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 2010-11 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, 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.

Subject Area
(where relevant) :

Mathematics Grades 6 - 8

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Math:</p> <p>By June 2011, the percent of all students achieving a level 4 mastery of 85% percent or higher on school developed unit assessments, which are aligned to state standards and common core stantands, will increase by 5%.</p> <p>Based on the May 2010 New York State Mathematics exam, 95% of Mott Hall students performed at levels 3 and 4, and more specifically 77% of these students performed at level 4 mastery. The school's goal is to increase the percent of students performing at level 4 mastery by highly aligning the in-school Mathematic unit assessments to the state exam.</p> <p>After conducting our school's needs assessment, the Mathematics Department that there was a slight decrease in number of students making one years progress based on the 2009-2010 School Progress Report (ITT). The Mathematics Department has determined that an achievable increase of 5% is realistic moving forward, considering the high percentage of students who are expected to maintain level four. The department has established a priority to continue to both analyze the effective practices that led to the gain and increase the amount of students making a full years progress by the end of the 2010-2011 school year.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.



Use of Data-

Based on the May 2010 New York State Mathematics exam, 95% of Mott Hall students performed at levels 3 and 4, and more specifically 77% of these students performed at level 4 mastery. The school's goal is to increase the percent of students performing at level 4 mastery by highly aligning the in-school Mathematic unit assessments to the state exam.

The Mott Hall Mathematic unit assessments are given in four to six-week increments. The unit tests are aligned to the state exam in both rigor and in style. These tests include both multiple choice and extended response questions based on New York State Standards. To establish rigor, the level of difficulty of the mathematic unit exams, will be raised by taking questions from the grade level above the state standards.

After each four to six week unit exam, the scoring will be averaged together at the school-wide level, grade-wide level, class-wide level and individual student level. The Mathematics department, with the collaboration of the inquiry team, will analyze and establish trends of the unit assessment results and use the implications of these results to drive further instruction.

Use of Data Collection and Assessment Results

-to administer and analyze a school-wide Mathematics diagnostic by the first week of September 2010.

-to obtain averages entered into Easy Grade Pro and the Mott Hall Proprietary Attribution Analysis (grade and diagnostic analysis) in order to calculate the percentage of students performing at a level 4 mastery level (85% or higher)

-to collect, analyze, and act upon data such as: logs from semi-monthly conferences, monthly unit tests, quizzes, class work, portfolio work, Acuity results, as a supplement to create short term and long term goals to drive instruction.

- to collect formal and informal teacher observation records, learning walks, department/grade level meeting minutes and agendas.

Curriculum and Instruction

The overall goal of the Mathematics curriculum is to facilitate the individual growth in student progress and performance, and to provide individual intervention, acceleration and enrichment.

The following methodologies will be employed:

- higher level questioning during classroom interaction and discussions
- strategically designed guided groups based on performance trends, assessments, and classroom observations.

- conferencing with individual students and collaboratively creating individual goals and academic action plans
- Incorporate different learning modalities into lesson plans to meet the needs of a diverse student body
- to continue to revise and supplement the Mott Hall Proprietary Student Assessment Attribution Analysis
- to employ results from the Mathematics Department Analysis to differentiate instruction.

Extended Support

-to identify the bottom one-third performing students who will be enrolled in extended academic programs such as: EDGE, lunch-time study groups, and other early morning and after school programs.

-to also identify high performing and gifted students who will be enrolled in extended academic programs such as Prep for Prep, MathCounts, Chess, Robotics and other enrichment programs.

Professional Workshops

-to provide conferencing on teaching mathematics in a gifted environment including monthly classroom visitations.

- to provide professional development workshops on Geometry Sketch Pad, teaching with graphing calculator, NYS mathematics regents strategies

- The Professional Learning Teams (PLT) will turn-key information during assessment, department, and faculty meetings so that instructors will be able to develop strategies for student improvement.

-to provide teacher led professional development on current data assessment methodologies such as attribution analysis, thereby enabling instructors to compact curriculum according to student needs.

-to provide staff with updated professional research articles.

-to provide opportunities to attend ongoing training for teachers by the Leadership-Learning Support Organization and off-site workshops.

-to expand our knowledge and use of “best practices” in instruction by participating in professional learning teams, research studies and direct training.

- to turn-key “best practices” learned through outside professional development during faculty conferences, grade and department meetings.

-to monitor the use of Easy Grade Pro in order to analyze performance level of students and

	<p>to determine next steps in instruction.</p> <ul style="list-style-type: none"> - to provide ongoing teacher led Green Grant workshops that focus on interdisciplinary unit and lesson planning across different subjects and grades that involve ecological intelligences and ethics. <p>Observation Tools</p> <ul style="list-style-type: none"> -to implement classroom visitations, learning walks, teacher conferences, teacher observations, and weekly mentoring of new math teachers.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Staffing</p> <ul style="list-style-type: none"> -Supervisors, teachers, and parents <p>Scheduling</p> <ul style="list-style-type: none"> -Programming to enable teachers to meet during common planning time <p>Budgeting</p> <ul style="list-style-type: none"> -Funding for substitutes or coverage by teachers funded through Tax Levy -Teacher release time paid for through Tax Levy -Assistant Principals are funded through Tax Levy, Title I and TL One Time Allocation - Curriculum and Staff Development are funded through Title I -General Supply is funded by Title I with 1%
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>September</p> <ul style="list-style-type: none"> -By September of 2010, teachers will administer a diagnostic assessment to 100% of the student body in order to determine the percentage of students who are performing at mastery level in mathematics. <p><u>October-November</u> -</p> <ul style="list-style-type: none"> By the end of November, the percent of students achieving mastery (85% percent or more) will increase by 1% in relation to their beginning of year performance, as evidenced by the first mathematics unit exam. <p>November-December</p> <ul style="list-style-type: none"> By the end of December, the percent of students achieving mastery (85% percent or more) will increase by 1% in relation to their beginning of year performance, as evidenced by the

	<p>second mathematics unit exam.</p> <p>December-January- By the end of January, the percent of students achieving mastery (85% percent or more) will increase by 2% in relation to their beginning of year performance, as evidenced by the midterm mathematics exam.</p> <p>February-March - By the end of March, the percent of students achieving mastery (85% percent or more) will increase by 3% in relation to their beginning of year performance, as evidenced by the fourth mathematics unit exam.</p> <p>April-May By the end of May, the percent of students achieving mastery (85% percent or more) will increase by 4% in relation to their beginning of year performance, as evidenced by the fifth mathematics unit exam.</p> <p>June By the end June, the percent of students achieving mastery (85% percent or more) will increase by 5% in relation to their beginning of year performance, as evidenced by the final mathematics unit exam.</p>
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**Subject Area
(where relevant) :**

ELA Grades 6 - 8

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> ELA</p> <p>By June 2011, the percentage of students performing at 4 mastery, on a combination of school developed reading comprehension assessments, writing assessments and constructing original thesis in their formal writing (main idea), which are aligned to the state exam and the Common Core State Standards, will increase overall by 7%.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

**ELA Action Plan****Use of Data**

Based on the April 2010 NYS ELA Test, 94% of Mott Hall students performed at levels 3 and 4, of which 18.75% performed at level 4. The school's goal is to increase the percents of students performing at level 4 by 7% strategically aligning the in-house ELA unit assessments to the state exam and to the Common Core Standards, after analyzing classroom data in combination with the Periodic Assessments, implementing strategies learned through professional development, and discussing its implications towards student outcomes.

The Mott Hall ELA assessments are twofold (reading unit exams and culminating written portfolio piece) which are given in six-to-eight week units. The reading comprehension unit tests are aligned to the state exam in both rigor and in style. These tests include criterion-referenced, multiple choice questions based on the New York State Performance indicators as well as the Common Core Standards. The culminating written component for each unit of study will be assessed using the teacher developed set of student friendly four-point rubrics for each type of writing piece.

After each six-to-eight week unit, the reading comprehension and the writing rubric scores will be averaged together at the individual student level, class level, and school wide level. The ELA Team will review data on a weekly basis on their meetings and will also assess the results, strategies and tools used to evaluate student achievement in order to strengthen those effective teaching strategies, change those that are not working and find new ones in order to increase student outcomes. Leaders will observe teaching and learning on a weekly basis to provide teachers with feedback and support that will help them meet their pedagogical needs and goals. Teachers will be provided with multiple opportunities for in-house and outside professional development to increase their content knowledge and teaching skills.

Teachers and leaders will target students based on their scores in the ELA test. Those students who performed at a proficiency level of 2 will be attending the EDGE Program Tuesdays and Thursdays after school. This program provides students with the opportunity to meet with their ELA teacher in small study groups, addressing their areas of improvement by practicing, revising their classwork, and receiving one-on-one tutoring with their teachers. Since the EDGE Program is only two periods a week after school, students will be attending the lunch-time study groups which provides students with more time for the much needed intervention. Students that performed at a level proficiency of a higher 3, will also be attending

lunch-time study groups to address those reading and writing skills needed to perform at a level 4. Data will be collected from these students on the areas in need of improvement based on the writing rubrics to assist both groups on improving their writing and also to find strategies that best support these students on achieving their goals.

Other use of Data-

- To collect data such as: student conference logs from semi-monthly conferences, rubric-based writing assessments, monthly unit tests and quizzes, class work, portfolio work, Acuity results, and ELA Gains reports as a supplement to create short term and long term goals and drive instruction.

Teachers will analyze their classroom data and inform their decision on lesson planning and immediate curriculum revision to assist students on achieving their short-term goals for each unit of study.

Teachers will have grade level weekly meetings to plan together as well as to analyze data in their particular grade in order to inform their planning and curricular revisions. They will report their findings and revisions in the weekly ELA team meetings.

The ELA Team will meet on a weekly basis to discuss data and find patterns and trends at the school wide level and share ideas, methodologies and strategies that are effective to increase performance in the identified areas of improvement. The effectiveness of the identified strategies will be evaluated once the team has reports and scores from Interim End of Unit assessments as well as Periodic Assessments from Acuity.

- Supervisors will collect formal and informal teacher observation records, department/grade level meeting minutes and agendas, and conduct learning walks to validate the effectiveness of the strategies discussed in the meetings are in the classroom and to provide effective and immediate feedback to teachers on their performance.

Curriculum and Instruction

- Direct instruction of meta-cognitive strategies such as summarizing, predicting, clarifying, connecting, sequencing, and inference.

Strategically designed guided reading groups based on performance trends, running records, and classroom observations.

Conferencing with individual students and collaboratively creating individual goals and academic action plans.

Incorporating different learning modalities and differentiating instruction through content, process and planning, in order to meet the needs of a diverse student body.

Extended Support

- To identify high performing students who will be enrolled in extended academic program

	<p>such as Prep for Prep and enrichment groups.</p> <p>Professional Development</p> <ul style="list-style-type: none"> - To provide ongoing training for teachers through the CFN and the Performance Based Assessment Pilot Program to turn key "best practices" learned during off-site workshops, during faculty conferences, grade level and department meetings. - To monitor the use of Easy Grade Pro in order to analyze performance levels of students and to determine next steps in instruction. - To plan instruction that incorporates that standards and strategies as stated in the Santa Cruz "Professional Teaching Standards" in order to serve as a catalyst to move students to higher levels of learning sophistication. - The Inquiry Teams will turn key on finding trends, patterns and preliminary conclusions during their weekly meetings. - The Collaborative Planning Teams will use patterns and trends found by the Inquiry Team to make decisions upon curriculum modification and implementation of teaching strategies, increasing student outcomes. - School administrators will provide immediate and effective feedback to teachers to strategically use data, plan for instruction, reflect on practices and manage classroom, to drive a more effective and challenging instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Staffing Supervisors, teachers, and parents</p> <p>Scheduling -Programming to enable Professional Learning Teams to meet during common planning time, allow for peer observation, engage in data dialogues and Inquiry Space Discussions.</p> <p>Budgeting -Funding for substitutes or coverage by teachers funded through Tax Levy -Teacher release time paid for through Tax Levy -Assistant Principals are funded through Tax Levy and Title I</p>

Indicators of Interim Progress and/or Accomplishment

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



Periodic Measurements

November - By November of 2010, teachers will establish student, class, grade and schoolwide baseline performance levels using a combined average of reading comprehension and writing assessments.

January- By January 2011, the percentage of students performing at level 4 mastery, on a combination of school developed reading comprehension and writing assessments, which are aligned to the state exam, will increase overall by 1% from the November baseline assessment.

February - By February 2011, the percentage of students performing at level 4 mastery, on a combination of school developed reading comprehension and writing assessments, which are aligned to the state exam, will increase overall by 2% from the November baseline assessment.

March-April- By April 2011, the percentage of students performing at level 4 mastery, on a combination of school developed reading comprehension and writing assessments, which are aligned to the state exam, will increase overall by 3% from the November baseline assessment.

April-May - By May 2011, the percentage of students performing at level 4 mastery, on a combination of school developed reading comprehension and writing assessments, which are aligned to the state exam, will increase overall by 4% from the November baseline assessment.

June - By June 2011, the percentage of students performing at level 4 mastery, on a combination of school developed reading comprehension and writing assessments, which are aligned to the state exam, will increase overall by 5% from the November baseline assessment.

Other Evidence of Work

Grade and department meeting minutes and agendas that reflect data collection and collaborative review of data.

Professional development agendas and artifacts that represent implementation of training in the targeted strategies and instruction practices.

Teacher created lessons, unit plans and curriculum maps which address literacy needs through differentiated approaches to elevated instruction.

Teacher created lessons, unit plans and curriculum maps that reflect high order questioning and the use of critical thinking skills.

Teacher created conference notes and logs that pinpoint targeted strengths and weaknesses

	and establish individual student literacy goals.
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**Subject Area
(where relevant) :**

Parent Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> <input type="checkbox"/> <p>By June 2011, Parent Engagement will increase 10% from last year, by planning and holding workshops, informational meetings and student achievement celebrations, as well as communicating academic progress and expectations on a monthly basis.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> <p>A variety of needs assessment documents were used to assess parent engagement. These include the Learning Environment Surveys, Parent Coordinator Activity Report for the Office of Family Engagement and Advocacy, Demographic Report, workshop attendance sheets, Learning Community Interest survey, ARIS tracking reports, and phone conference logs. Analysis of parent attendance and involvement in school events and activities determine parent involvement.</p> <p>According to the Learning Environment Survey, 99% of parents agree that our school encourages students to do their best by setting high expectations and developing rigorous and meaningful academic goals. 97% of parents feel that our school communicates effectively, and 85% of them feel that their children are safe and respected in our school. These results have been taken into consideration in order to make modifications to improve and better serve our students in these mentioned areas as well as parents in our community. The Parent Coordinator regularly calls parents to conference with them and survey these areas in order for our school to continue improving and implementing best practices to serve the whole learning community.</p>

Parent Activities and Workshops

The Parent Association holds monthly meetings every 3rd Wednesday of the month from 6:00 to 7:00 p.m. at the school. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year. The Mott Hall School distributes report cards on November, February, April and June. Progress reports are provided to students and parents by the content area teachers every month as another way to communicate academic progress and expectation to parent on a regular basis.

Content Area Departments with the collaboration and support of the Parent Coordinator and the Parent Association paln adn successfully hold the following activities throughout the academic year:

- Poetry Jam
- Math Night
- Math Fair
- Pie Day
- Entrepreneurial Fair
- Parent/Teacher Potluck
- Science Fair
- High School Night
- New Student Parent Orientation
- Open House Tours
- High School Admissions Process for Grades 6th and 7th grade students

New Activities and Workshops for 2010-2011

- Parenting Study Groups
- Parent/Child Bookclubs
- Parent Learning Community
- Career Day
- Urban Advantage Parent Workshop
- Urban Advantage Family Trips

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Staffing Supervisors, faculty, parent coordinator, guardians, and students</p> <p>Scheduling -Programming to enable teachers, faculty, students and parents to plan and implement parent workshops and activities.</p> <p>Budgeting Title I funding for parents - ARRA funding for parents -Funding for substitutes or coverage by teachers funded through Tax Levy -Teacher release time paid for through Tax Levy -Assistant Principals are funded through Tax Levy, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Beginning of Year (September through November) By November of 2010 the following workshops/activities will be held: Curriculum Orientation nights for Parents</p> <p>High School Night New Teacher Orientations Promotional Policy workshop Open House Tours Monthly ARIS workshop Individual ARIS appointments</p> <p>Mid Year (December through March) -By March of 2011, the following workshops/activities will be held Monthly ARIS Workshop Individual ARIS appointments Midterm/Exit Project Expectations High School Admission Process- Private, Parochial, Independent Day/Boarding Schools</p> <p>Promotional Policies Workshop NYS ELA and Math Test Workshop</p>

Parent/Child Bookclub
Parenting Study Group
Pie Day Celebration
Poetry Jam Celebration
Science Fair Celebrations (Grades 6-8)
Urban Advantage Family Field Trip
Parent/Teacher Potluck

End of Year (April through June)

-By June of 2011, the following workshops/activities will be held

Monthly ARIS Workshop
Individual ARIS appointments
Schoolwide Career Day
Social Studies and Science Workshop
GE Green Project Arbor Day Celebration
6th and 7th Grade High School Admission Parent Workshop
Parent/Child Book-Club
Parenting Study Group
Math Night
Math Fair
Entrepreneurial Fair
Summer Camp and Summer Activities
Summer Assignment Packet
Parent Resources

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	22	7			15			
7	13	5			6			
8	12	2			6			
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Targeted general education students are assigned to attend the EDGE Program, which is held on Tuesdays and Thursdays from 2:08PM to 2:55PM. During this sessions students meet in small groups with their ELA teachers to work and practice those skills and content in need of improvement as identified through students' results in the NYS ELA exam and interim classroom assessments. Teachers monitor students' progress through their classroom assessments and discuss next steps with students during the program. Students who need more intervention are assigned to attend also the Lunch Time Tutoring, which is a smaller group of students that meet with their teacher to have more time, practice, and one-on-one tutoring. would be programmed into the ELA EDGE program, ELA After School Test Prep, ELA Sci-Hi, and ELA Lunch Time Tutoring.
Mathematics:	<input type="checkbox"/> Targeted general education students are assigned to attend the EDGE Program, which is held on Tuesdays and Thursdays from 2:08PM to 2:55PM. During this sessions students meet in small groups with their Math teachers to work and practice those skills and content in need of improvement as identified through students' results in the NYS Math exam and interim classroom assessments. Teachers monitor students' progress through their classroom assessments and discuss next steps with students during the program. Students who need more intervention are assigned to attend also the Lunch Time Tutoring, which is a smaller group of students that meet with their teacher to have more time, practice, and one-on-one tutoring. Other programs provided for students are Mathematics After School Test Prep, and Mathematics Sci-Hi.
Science:	<input type="checkbox"/>

Social Studies:	<input type="checkbox"/> Students are provided with the necessary content to better understand this subject through the intervention provided in the ELA EDGE Program. ELA and Social Studies teachers work collaboratively to provide students with the intervention necessary to achieve their goals in both content areas.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <input type="checkbox"/> Those students identified in need of the assistance of the Guidance Counselor are provided with individual and group counseling are provided to work on individual goal setting, career exploration, study and social skills, and high school articulation. Special Education students are receiving services as prescribed in their IEP's. The Guidance Counselor keeps confidential records of intervention provided to these students.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/a
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> N/A

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)** 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 **OPCLB/SED** by the manner 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.

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

The Mott Hall School has an instructional program for gifted and talented students, which is challenging and engaging in Science, Math and Technology. It currently serves 270 students of which none are classified as LEP. Even so, these students' home primary language is Spanish and are receiving Spanish Language Arts as part of their requirements. **There will be no revisions to our school's approved 2009-10 Title III program narrative and budget.** Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

If students enrolled in our school were to be identified as LEP, depending on the Title III funds provided, our school would make modifications so these students would have the curricular program and teachers prepared and certified to work with such.

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). If the identified LEP students described in Section II below were provided to our school, the curricular program would depend on the level of the students' proficiency and the program and materials provided for the LEP students (pending allocation of Title III funding). The advanced students described in Section II and the English Language, providing visuals, dictionaries, software programs, and books on their reading level. The main goal for the ELA department for the year 2010-2011 is to increase the proficiency of all students in writing.

Section I: Student and School Information. LEP students will learn the basic elements of writing in both Spanish Language Arts and ESL. According to different studies, students who excel in their primary language skills in reading and writing, will perform better and acquire a **Grade Level(s)** more effectively. Therefore, the Spanish Language Arts teacher and the ESL teacher would need to have Common **Resources** together to discuss how to further instruction in both languages so students can acquire the second language more effectively.

Number of Students to be Served:

LEP not applicable
Non-LEP not applicable
 LEP students would need to attend the EDGE program for enrichment on ESL to receive tutoring and reinforcement of reading, speaking, writing and listening skills. The EDGE program would provide LEP students with software to accelerate their conversational skills in English.

Number of Teachers not applicable

Other Staff (Specify) not applicable

School Building Instructional Program/Professional Development Overview

Math

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program
 Currently, our school provides students Math instruction using Glencoe resources. Math teachers would need to provide students with materials in both languages to enrich their vocabulary in this content area and to better understand the concepts. LEP students would receive

the same instruction as the rest of Mott Hall students, and in addition, they would need to be paired with peers proficient in both languages to do group work and peer tutoring during class.

The school would provide tutoring for these students after school to reinforce their problem solving skills and how to communicate mathematical process and results in English, applying the skills learned in the ESL class.

Science

Mott Hall believes that students learn best by discovering and investigating themselves. Our school currently uses Delta/Foss Kits and Lab Aid kits for Science instruction. This learning and discovery would be supplemented with text on the LEP students' reading level, in order to practice reading skills, acquire scientific vocabulary and understanding of concepts as well as to use scientific facts to argue about proposed solutions to investigative problems that students would identify. LEP students would be provided with texts both in English and Spanish for better understanding of the content, and would be required to write laboratory report and scientific articles in English. As stated before, students at Mott Hall will increase their proficiency in writing by practicing in all content areas.

Social Studies

This course would be offered to LEP students by the only certified bilingual teacher our school currently has. This teacher would provide textbooks in both languages as well as dictionaries (for translation Spanish to English and to better understand definitions of terms in Spanish). Students would practice reading skills by reading various sources of information like newspapers, periodicals, and historical documents. LEP students would enhance their writing skills by interpreting primary and secondary documents, learn content and make connections between such content and the interpretation of documents, analyzing and drawing conclusion, in addition to practice answering document based questions in all grades.

Depending in the availability of funds provided to further instruction for LEP students by Title III, our school would acquire classroom library resources in order to advance instruction of content in Social Studies and reinforcement of their reading and writing skills.

Professional Development Program

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

Professional Development would be focused on finding ways of improving the English language skills of ELLs and making recommendations for changes in any aspect of their schooling. Teachers in all content areas that teach LEP students would be provided with professional development in the following areas:

- Use and management of data from periodic assessments and classroom to strategically plan instruction for LEP students, closing the achievement gap in small increments every marking period.

- Differentiation of Content Area courses for LEP students

- identify language problems and determine possible strategies for teaching and learning

Currently teachers have two periods in which they meet in Collaboratively Planning Meetings. These teachers would be programmed so they can meet to discuss LEP students' needs, and find strategies together, implement and modify plans that can accelerate and excel these students' acquisition of English Language and furthermore, reading and writing skills in both English and Spanish languages.

Section III. Title III Budget

School: The Mott Hall School

BEDS Code: 310600010223

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	n /a	<input type="checkbox"/> Not Applicable
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> Not Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	n/a	<input type="checkbox"/> not applicable
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> not applicable
Travel	n/a	<input type="checkbox"/> not applicable
Other	n/a	<input type="checkbox"/> not applicable

TOTAL	0	
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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.

A variety of needs assessment documents were used to assess language and interpretation needs. These include the Learning Environment Surveys, the Home Language Survey, as well as the Demographic Report. Analysis of parent attendance and involvement in school events and activities determine a dominate language other than English. All memorandums that have been sent home were sent in two languages; English and Spanish. Teachers were also provided with the contact number for the translation unit as a resource to meet the language needs of the families of Mott Hall.

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.

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

On analysis of the data provided by the Learning Environment Survey, the Home Language Survey and Demographic Report, it is determined that the dominant home language is Spanish. Of the 370 student families that populate the school, 288 list Spanish as the home language.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish.

Effective parent community engagement strategies have been utilized to determine the Parent Coordinator as the bilingual liaison to the community and all parent involvement events. The Mott Hall website has been refined to include an announcement and update link for parents in both English and Spanish. Documents, letters, and a Parent Handbook are all made double sided with translations into Spanish.

This is done

through the utilization of the Parent Coordinator, in house school staff and the New York City Department of Education Translation Unit.

Additionally, the school has purchased translation equipment to be utilized for all parent activities and meetings.

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.

A Phone Messenger has been utilized in order to call families with announcements and upcoming events in Spanish and English. To further facilitate communication in the language reflected by the school community, simultaneous translation equipment has been purchased to provide simultaneous translation of all events, activities, workshops, and educational activities.

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>.

A copy of the Parent Bill of Rights is available and in the school General Office, as well as the Parent Coordinator Office Rm. 110. This document has been copied in the all the translated languages of the Department of Education. Bond and conspicuous available to all parents.

B. At the primary entrance of the school as well as the entrance to the General Office a translated sign, in the translated languages is conspicuous displayed indicating the availability of translation and interpretation services.

C. The Parent Coordinator, as well as in house school staff are available and accessible to provide language services pursuit to reaching school administrative offices.

D. It has been determined that the dominant language home language is Spanish. All documents, letters, handouts, signage forms are provided in English and Spanish in accordance with Chancellor's Regulation A-665 section VII.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	180,000	174,000	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,730		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	18,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100 %

6. If the percentage of high quality teachers during 2009-2010 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.

We have a 100% percent of highly qualified teachers.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

□

Title I Parent Involvement Policy
The Mott Hall School 2010-2011

General Expectations

The Mott Hall School 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 Elementary and Secondary Education Act (ESEA). Those 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.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, 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 and, including alternative formats upon request, and, to the extent practicable, in English and in Spanish., incorporating 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 be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means 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;

- that parents are encouraged to be actively involved in their child's education at school;

- that 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; the carrying out of 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 of New York.

Description of How School Will Implement Required Parental Involvement Policy Components

The Mott Hall School will take the following actions to involve parents in the joint development of the New York City Community School District 6 Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA: Each parent will receive a copy of the District Parent Involvement Policy as well as a compact to sign, along with the teacher and student. The Mott Hall School staff meets regularly with parents during Parent Association Meetings and School Leadership Team Meetings. These meetings have agendas as well as minutes of the meetings and discussions that take place. At these meetings, we ask for involvement in planning, designing, and incorporating the Comprehensive Educational Plan. We ask parents to discuss issues, concerns with us so that we can make improvements as well as to celebrate our successes.

The Mott Hall School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

The Mott Hall School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

The Mott Hall School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

Recommending to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the New York State's Committee of Practitioners and School Support Teams;

Notifying parents of the school's participation in the different programs operating within the school, the district and the contact information;

The Mott Hall School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

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 described in this paragraph –

- The New York State Standards by subject;
- The Common Core State Standards
- The New York State Assessments for each subject and grade
- The New York City Periodic Assessments
- The Use of ARIS for parents and understanding the results of the assessments

Every student at the Mott Hall School encounters challenging, high-level instructional program, which will prepare him or her for a future role as a leader in mathematics, science and technology. The Mott Hall School offers a wide range of course offerings, guidance support services and enrichment programs. The curriculum of each subject area is design with rigor, depth and comprehensiveness to produce critical thinkers, problem solvers, inquisitive readers, diligent researchers and effective writers.

The Mott Hall School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

The Mott Hall School Parent Coordinator, faculty, guardians, and students will schedule and implement parent workshops/ activities which engage and foster involvement in their child's academic achievement such as Curriculum Orientation Nights, Parents High School Night, ARIS Parent Access Workshops.

The Mott Hall School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing workshops during teachers' meetings, during mornings and evenings for parents, and on specific days and times for non-pedagogical staff on Professional Development days.

The Mott Hall School welcomes parent volunteers, visitors and participants to classrooms with notification and scheduling done in collaboration with teachers.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports, distributes report cards on a quarterly basis through the school year. The months that report cards are issued are: November, February, April and June. Teachers will communicate with parents sending progress reports on a monthly basis, making phone calls from which they keep logs, documenting any communication from parents of any essential information teachers need to know about their children.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents, and provide numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective and their families. The Parent Association holds monthly meetings every 3rd Friday of the month 6:00 to 7:00 p.m. at the school. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year.

The Mott Hall School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by

The Mott Hall School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish. Effective parent community engagement strategies have been utilized to determine the Parent Coordinator as the bilingual liaison to the community and all parent involvement events. The Mott Hall website has been refined to include an announcement and update link for parents in both English and Spanish. This is done through the utilization of the Parent Coordinator, in house school staff and the New York City Department of Education Translation Unit. Additionally, the school has purchased translation equipment to be utilized for all parent activities and meetings.

Phone Messenger has been utilized in order to call families with announcements and upcoming events in Spanish and English. To further facilitate communication in the language reflected by the school community, simultaneous translation equipment has been purchased to provide simultaneous translation of all events, activities, workshops, and educational activities.

Discretionary School Parental Involvement Policy Components

The Mott Hall School, when consulting with its parents, chooses to undertake to build parents' capacity for involvement in the school and the school system to support their children's academic achievement, by providing the following discretionary activities listed under Section 1118E of the ESEA:

Arranging school meetings at a variety of times as well as having the Parent Coordinator calling parents to let them know about the outcomes of the meetings in case they are unable to attend, in order to maximize parental involvement and participation in the children's education. Studying various models, and implementing them to improve parental involvement.

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

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

SCHOOL-PARENT COMPACT

The **Mott Hall School** 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.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **Mott Hall School** will:

provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Every student at the Mott Hall School encounters challenging, high-level instructional program, which will prepare him or her for a future role as a leader in mathematics, science and technology. The Mott Hall School offers a wide range of course offerings, guidance support services and enrichment programs. The curriculum of each subject area is design with rigor, depth and comprehensiveness to produce critical thinkers, problem solvers, inquisitive readers, diligent researchers and effective writers.

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent-teacher conferences are held twice annually—once in November and again in February. Meetings are scheduled for both day and evening sessions to accommodate the maximum participation among parents.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

The Mott Hall School distributes report cards on a quarterly basis through the school year. The months that report cards are issued are: November, February, April and June.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

The Mott Hall School provides numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective and their families. The Parent Association holds monthly meetings every 3rd Wednesday of the month from 6:00 to 7:00 p.m. at the school. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

In recognition of the vital role parents play in their children's education. The Mott Hall School welcomes parent volunteers, visitors and participants to classrooms with notification and scheduling done in collaboration with teachers.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Supporting my child's learning by making education a priority in our home by:

- *making sure my child is on time and prepared everyday for school;*
- *monitoring attendance*
- *talking with my child about his/her school activities everyday;*
- *scheduling daily homework time;*
- *providing an environment conducive for study;*
- *making sure that homework is completed;*
- *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating as appropriate, in decisions relating to my child's education;*
- *promoting positive use of my child's extracurricular time;*

- *participating in school activities on a regular basis;*
- *staying 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 mail and responding as appropriate;*
- *reading together with my child everyday;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with all necessary tools of learning - pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's and class rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

The Mott Hall School will:

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- 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 highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve
The State's high academic standards, the Mott Hall School,

- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

Please return the signature page to the
Parent coordinator
Mrs. Moran's mailbox

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing

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.

Teachers will utilize the mandated NYC DOE Practice Tests. Feedback on these practice tests will impact instruction. Curriculum will be reviewed on-going basis with teachers at regularly scheduled department meetings.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Currently we provide additional learning time by using after-school programs in Mathematics and ELA. Students meet in after-school programs to focus on core knowledge skills. For the after-school program students are chosen from the school's performing bottom one third.

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.

We are Title I School-wide Program, which strongly believes in selecting the best-qualified teaching candidate. Besides posting the vacancies at our school, we do outreach to universities in search of potential candidates. The principals with a teacher screening committee set the criteria for the vacant position and conduct interview. The best and highly qualified teacher is needed.

o Help provide an enriched and accelerated curriculum.

All students are encouraged to take part in classroom discussion on a regular basis.

- o Meet the educational needs of historically underserved populations.
 - Extended Day and after school program are offered to all kids for additional help.
- 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.
 - Currently we have 15 students in the sixth grade, 6 students in the seventh grade, 6 students in the eighth grade and 2 students from special education that regularly attend guidance intervention a weekly basis.
- o Are consistent with and are designed to implement State and local improvement, if any.
 - N/A

3. Instruction by highly qualified staff.

We are Title I School-wide Program, which strongly believes in selecting the best-qualified teaching candidate. Besides posting the vacancies at our school, we do outreach to universities in search of potential candidates. The principals with a teacher screening committee set the criteria for the vacant position and conduct interview. The best and highly qualified teacher is needed.

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.

Mott Hall will conduct a variety of professional development workshops during the 2010-2011 school year. Professional Development Workshops will be held to provide technical assistance for purposeful implementation of the new technology and software. Lunch and Learn opportunities, such as Movie Maker, will continue to be held during the 2010-2011 school year.

At weekly department and grade meetings, teachers will participate in Professional Development in the areas of analyzing student work, conferencing, data-driven instruction, differentiating instruction, and revising curriculum maps. Teachers will discuss and address the students' academic strengths and areas of weakness. Additionally, the ELA Department will participate in PD in the Workshop Model (Reading and Writing Strategies). Furthermore, the entire faculty will participate in workshops outside school in their specialty areas. Moreover, at PD meetings, aligning state and city standards and performance indicators, as well as the integration of technology are major focuses.

Professional Development is on-going. If there are areas where the staff needs professional development, then the principal and assistant principals will develop the appropriate workshops or secure a trainer to provide professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We use resources in the community, such as Teaching Fellows from Barnard College, Queens College, City College, and Teachers College. Additionally, we look to hire teachers with Gifted and Talented certification.

6. Strategies to increase parental involvement through means such as family literacy services.

We facilitate workshops for parents in areas of understanding standardized tests in ELA, Math, Science, and Social Studies. There are parent workshops in cyber -bullying and technology management. There are also workshops on how to navigate our website and phone system. Parents will also be involve in meetings whic will require their input in the decision making of planning, developing and implemeting activities to celebrate students' academic successes and demosntrate their talents and abilities.

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.

DOES NOT APPLY TO OUR SCHOOL.

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.

Teachers and leaders will meet on Departamental Meetings on a weekly basis to discuss their classroom data and the effectiveness of teaching practices according to the school rubrics that deliniates the expectations for teaching and learning. Teachers will make decisions upon the pacing of the curriculum as well as modifications to the curriculum maps based on the conclusions and findings during meetings. These will have agendas, and minutes which will document all efforts to improve student outcomes and the achievement of individual student goals in the different subject areas.

Teachers from the same grade will attend a weekly Inquiry Meeting in which they will bring student work to study, identify areas of improvement that can be addressed across content subjects to further apply teaching strategies. These will be implemented and teachers will further discuss the outcomes of the implementation of such practices during next sessions.

Teachers and leaders will develop common assessments during the Collaborative Planning meetings in order to gather information of targeted populations, grades and school-wide as well. The results of such common assessments will be analyzed in the department meetings to make decisions upon next steps on curricular revisions and modification of lesson plans.

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.

Teachers and leaders will identify those students with low proficiency levels and assign them to attend the EDGE Program as well as the Lunch Tutoring Program in order to have individual and small group sessions to address their needs in the specific content area they are assigned to attend.

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.

N/A

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 specifically 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 <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	State	Yes			180,000	True	section V annual school goals

¹**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.

²**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.

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.



Utilize the 371/2 minutes, small group intervention at lunchtime, before and after-school. Secure services of outside agencies to support student academically.

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

A push model is incorporated into the Math and ELA departments on a weekly basis

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;



Utilize the 371/2 minutes, small group intervention at lunchtime, before and after-school. Secure services of outside agencies to support student academically.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and



Teachers will utilize the mandated NYC DOE Practice Tests. Feedback on these practice tests will impact instruction. Curriculum will be reviewed on-going basis with teachers at regularly scheduled department meetings.

c. Minimize removing children from the regular classroom during regular school hours;



Small group intervention at lunchtime, counseling on a regular basis, before and after-school. Secure services of outside agencies to support student academically.

4. Coordinate with and support the regular educational program;



Currently we provide additional learning time by using after-school programs in Mathematics and ELA. Students meet in after-school programs to focus on core knowledge skills. For the after-school program students are chosen from the school's performing bottom one third.

5. Provide instruction by highly qualified teachers;



We are Title I School-wide Program, which strongly believes in selecting the best-qualified teaching candidate. Besides posting the vacancies at our school, we do outreach to universities in search of potential candidates. The principals with a teacher screening committee set the criteria for the vacant position and conduct interview. The best and highly qualified teacher is needed.

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



Mott Hall will conduct a variety of professional development workshops during the 2010-2011 school year. By December 2010, additional Smart board will be installed into all classrooms at Mott Hall. Professional Development Workshops will be held to provide technical assistance for purposeful implementation of the new technology. Lunch and Learn opportunities, such as Movie Maker, will continue to be held during the 2010-2011 school year.

At monthly faculty and grade meetings, teachers will participate in Professional Development in the areas of analyzing student work, conferencing, data-driven instruction, differentiating instruction, and revising curriculum maps. Teachers will discuss and address the students' academic strengths and areas of weakness. Additionally, the ELA Department will participate in PD in the Workshop Model (Reading and Writing Strategies). Furthermore, the entire faculty will participate in workshops outside school in their specialty areas. Moreover, at PD meetings, aligning state and city standards and performance indicators, as well as the integration of technology are major focuses.

Professional Development is on-going. If there are areas where the staff needs professional development, then the principal and assistant principals will develop the appropriate workshops or secure a trainer to provide professional development.

7. Provide strategies to increase parental involvement; and



We facilitate workshops for parents in areas of understanding standardized tests in ELA, Math and Science. There are parent workshops in cyber-bullying, ARIS Connects and technology management. There are also workshops on how to navigate our website and phone system.

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



Grade leaders and department leader with Principal meet on bi-weekly basis to discuss programs. Walkthroughs are done to see if programs, such as the Leadership Program, a violence prevention program, are being properly implemented.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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
2. Please describe the services you are planning to provide to the STH population. We can provide counseling services and assist in finding community services that may provide additional support.

Part B:

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
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Student will receive after school program and extra curricula.

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.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_06M223_110910-141348.doc

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 601	District 06	School Number 223	School Name MOTT HALL SCHOOL
Principal CYNTHIA ARNDT		Assistant Principal MELANIE THAI / ADALIZ GONZALEZ	
Coach NOT APPLICABLE		Coach NOT APPLICABLE	
Teacher/Subject Area MARIA TORRES - SOCIAL STUDIES		Guidance Counselor RENEE BENJAMIN	
Teacher/Subject Area JENNIFER WHYMAN - ELA		Parent SANTA VENTURA	
Teacher/Subject Area		Parent Coordinator EVELYN CAMACHO-MORAN	
Related Service Provider		Other	
Network Leader LAWRENCE BLOCK		Other	

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	0	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	379	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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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.

The Mott Hall School offers a gifted and talented instructional program for all students. When students enroll in our school, they are interviewed by a member of the LAP Team and once admitted, parents complete the Home Language Identification Survey. Ms. Adaliz Gonzalez, Assistant Principal, is in charge of the English Language Arts Department and the one responsible of administering the HLIS and, based on the results, will determine if the child needs to receive the LAB-R as first assessment. Ms. Gonzalez has A School Building Leader certification and experience working as a bilingual teacher of SIFE students, as well as Gifted and Talented, and implementing teaching strategies in the classroom once received and interpreted the results of the NYSESLAT. Once students are identified as beginners, intermediate or advance, they would be placed in a class in which students would advance in the acquisition of English as a Second Language. Periodically the ELA, ESL, or bilingual certified teacher in charge of the ELL students would monitor student progress prior to the NYSESLAT assessment to assure readiness of students and to assure that students are moving to their next proficiency level. Once our school had the NYSESLAT results, Ms. Gonzalez would meet with the team of teachers in charge of ELL students to disseminate data and work first in the correlation of the test results with the teaching strategies implemented in all content areas. Second, the team would make decisions in student placement for the following year based on their proficiency level. Once these recommendations are done, the team would meet with parents or send a letter notifying families about the results of the test and the recommendations for placement of students and options that parents have for the following year.

Based on the number of students that would enroll in our school and funds provided, Mott Hall would offer one of these programs, based on the number of students and the one that best suits their language needs. The Parent Coordinator meets with potential students and their parents to discuss all three programs and the one that would be available at the school. The Parent Coordinator has a video that parents watch provided by the New York City Department of Education, which explains all three NYC program models. Once the video concludes, the Parent Coordinator provides an orientation session to parents to answer questions about the programs, the program this school offers. If parents request one of the choices that is not available, the school would make efforts to open sessions for students to have the services rendered based on the Title III funds provided to our school.

If the school has 10 or less students enrolled, they would be placed in regular classes with a special program based on their proficiency level. Students would be pulled out for Academic Intervention in the ELA class, taking into consideration and applying strategies that enable students to understand the same curriculum materials as the rest of their peers and offering the program that their parents chose previously. If more than 15 students were enrolled in this school, and funds from Title III were granted to our school, an ESL teacher would be hired to provide students with a certified teacher that understands and modifies curriculum according to students' needs and in the program that parents chose. The school would need to contact the parents through the Parent Coordinator and send letters home notifying about any changes in programs chosen by them and to have the option of deciding again what is best for their children. This way, the school assures parents that the programs are aligned with their 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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									Total
	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	
TBE	0		0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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	0	0					0
Chinese														0

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish													0	0	0	0	0	0	0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

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
Spanish							0	0	0					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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 each 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.

Instruction is not programmed currently in our school for ELL students since there are no such students enrolled this year. All things will be considered at the moment the committee knows that students applying to our school for the upcoming year would be potentially ELL students.

The Mott Hall School has an instructional program for gifted and talented students, which is challenging and engaging in Science, Math and Technology. It currently serves 370 students of which none are classified as ELL. Even so, these students' home primary language is Spanish, and are receiving Spanish Language Arts as part of their requirements.

If students enrolled in our school were to be identified as ELL's, depending on the Title III funds provided, our school would make modifications so these students would have the curricular program and teachers prepared and certified to work with such.

Curricular Program

English As A Second Language

If students were identified as LEP, and after results from the NYSLAT were provided to our school, the curricular program would depend on the level of such students; whether they are beginners, intermediate or advanced. The ESL teacher would need to differentiate lessons to advance those students which a low proficiency in the English Language, providing visuals, dictionaries, software programs, and books on their reading level. The main goal for the ELA department for the year 2010-2011 is to increase the proficiency of all students in writing persuasive, narrative, and expository essays. LEP students will learn the basic elements of writing in both Spanish Language Arts and ESL. According to different studies, students who excel in their primary language skills in reading and writing, will perform better and acquire a second language more effectively. Therefore, the Spanish Language Arts teacher and the ESL teacher would need to have Common Planning time together to discuss how to further instruction in both languages so students can acquire the second language more effectively.

ELL students would need to attend the EDGE program for enrichment on ESL to receive tutoring and reinforcement of reading, speaking, writing and listening skills. The EDGE program would provide LEP students with software to accelerate their conversational skills in English.

Math

Currently our school provides students Math instruction using Glencoe resources. Math teachers would need to provide students with materials in both languages to enrich their vocabulary in this content area and to better understand the concepts. ELL students would receive the same instruction as the rest of Mott Hall students, and in addition, they would need to be paired with peers proficient in both languages to do group work and peer tutoring during class.

The school would provide tutoring for these students after school to reinforce their problem solving skills and how to communicate mathematical process and results in English, applying the skills learned in the ESL class.

Science

Mott Hall believes that students learn best by discovering and investigating themselves. Our school currently uses Delta/Foss Kits and Lab Aid kits for Science instruction. This learning and discovery would be supplemented with text on the ELL students' reading level, in order to practice reading skills, acquire scientific vocabulary and understanding of concepts as well as to use scientific facts to argue about proposed solutions to investigative problems that students would identify. ELL students would be provided with texts both in English and Spanish for better understanding of the content, and would be required to write laboratory report and scientific articles in English. As stated before, students at Mott Hall will increase their proficiency in writing by practicing in all content areas.

Social Studies

This course would be offered to ELL students by the only certified bilingual teacher our school currently has. This teacher would provide textbooks in both languages as well as dictionaries (for translation Spanish to English and to better understand definitions of terms in Spanish). Students would practice reading skills by reading various sources of information like newspapers, periodicals, and historical documents. ELL students would enhance their writing skills by interpreting primary and secondary documents, learn content and make connections between such content and the interpretation of documents, analyzing and drawing conclusion, in addition to practice answering document based questions in all grades.

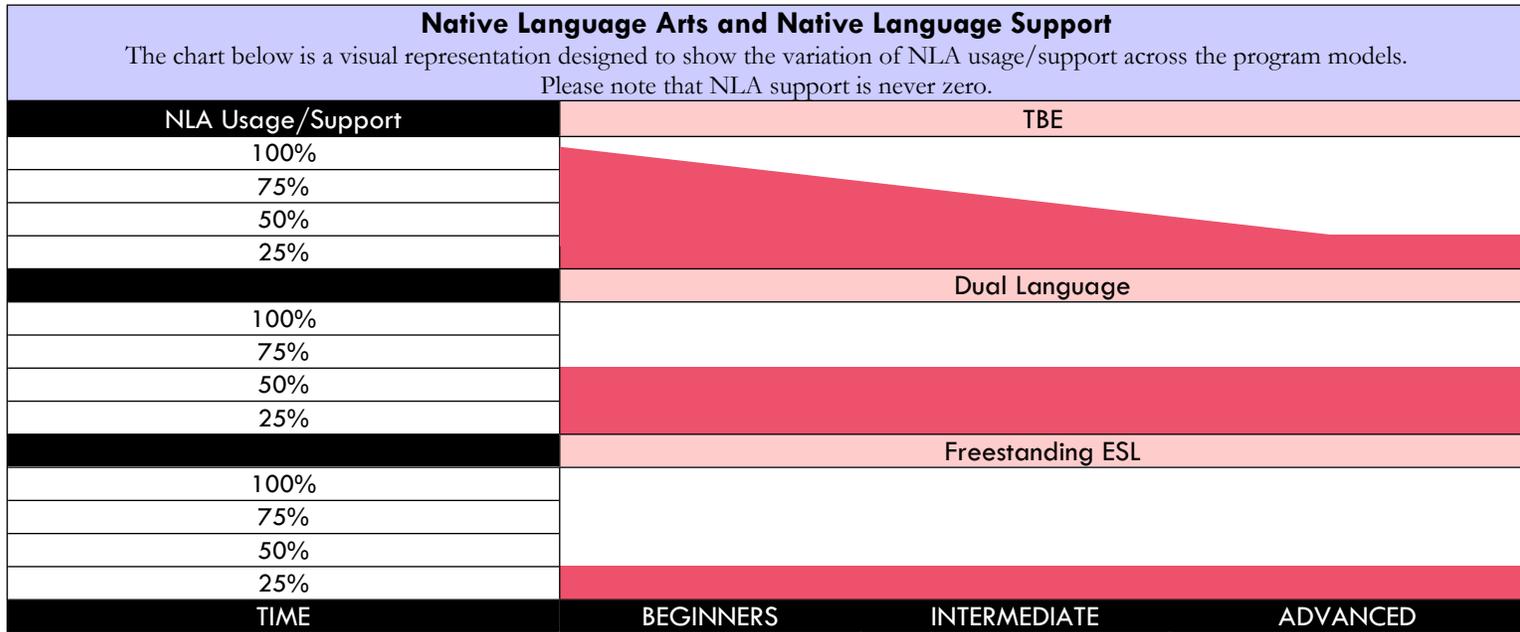
Depending in the availability of funds provided to further instruction for ELL students by Title III, our school would acquire classroom library resources in order to advance instruction of content in Social Studies and reinforcement of their reading and writing skills.

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

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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?

Currently there are no ELL students at the Mott Hall School. Therefore, there is no targeted instruction, intervention, and/or transitional support. Last year, the school had only one ELL student which was provided with 180 minutes of mandated instruction per week, based on the student's achievement on the NYSESLAT test.

Once the school knows that there will be potential ELL students enrolling, the committee will meet to plan instructional strategies to be provided to the future ELL population.

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)?

NOT APPLICABLE

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.

Professional Development would be focused on finding ways of improving the English language skills of ELLs and making recommendations for changes in any aspect of their schooling. Teachers in all content areas that teach LEP students would be provided with professional development in the following areas:

- Use and management of data from periodic assessments and classroom to strategically plan instruction for LEP students, closing the achievement gap in small increments every marking period.
- Differentiation of Content Area courses for ELL students identify language problems and determine possible strategies for teaching and learning

Currently teachers have two periods in which they meet in Collaboratively Planning Meetings. These teachers would be programmed so they can meet to discuss ELL students' needs, and find strategies together, implement and modify plans that can accelerate and excel these students' acquisition of English Language and furthermore, reading and writing skills in both English and Spanish languages.

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?

Parents are involved in several activities: Monthly workshops by parent coordinator, Curriculum orientation meetings, high-school orientation meeting, assessment meetings and fund raising activities. Here is a listing of the activities:

Parent Association Meetings: At the monthly Parents Association meeting, parents have additional opportunities to participate in school-wide activities. Parents can also learn about the different learning opportunities that their children are involved. At all parent meetings, a translator is available.

Parent Coordinator: When newly enrolled students enter Mott Hall, we have the services of the Parent Coordinator, who can give small group orientation to the parents of newly enrolled students. The Parent Coordinator can provide them with information about programmatic offerings. At all parent meetings, a translator is available.

Parent Curriculum Orientation Meetings: At the beginning of the school year, parents are invited to attend Grade Curriculum Meetings during which the teachers present the curricula for the various subject areas. During the year, parent workshops are held to explain the different tests that the students will be taking. At all parent meetings, a translator is available.

Parent and Teacher Conferences: A parent conference is conducted each Fall and Spring in regard to program requirements, instructional standards, laptop, assessment, and school expectations. The parents of ESL children are invited to meet with teachers to discuss their individual child's academic performance and needs.

Parental involvement description needs to be modified to include explanation of parent orientation provisions and activities specifically related to meet the needs of parents of ELLs in their native language.

Parent Coordinator provides translation in Spanish and English. The school purchased translation equipment where simultaneous translation can take place.

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	0	0					0
Intermediate(I)							0	0	0					0
Advanced (A)							0	0	0					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							0	0	0				
	I							0	0	0				
	A							0	0	0				

	P							0	0	0				
READING/ WRITING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	0	0	0	0	0		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									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
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 (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

NOT APPLICABLE

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.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Mott Hall School					
District:	6	DBN:	06M223	School		310600010223

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.5	96.6	96.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		99.3	98.3	99.2
Grade 4	0	0	0				
Grade 5	79	0	0	Poverty Rate - % of Enrollment:			
Grade 6	145	129	114	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	100	147	120		62.0	78.1	78.1
Grade 8	96	94	145				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	4	6
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	420	370	379	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	7	10	2	Principal Suspensions	0	3	6
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	2	1
Number all others	0	0	2				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	28	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	6
# receiving ESL services only	1	0	TBD				
# ELLs with IEPs	1	0	TBD				

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

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

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
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.0	64.3	63.0
				% more than 5 years teaching anywhere	68.0	60.7	51.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	82.0	88.9
American Indian or Alaska Native	0.0	0.3	0.3	% core classes taught by "highly qualified" teachers	95.7	100.0	94.4
Black or African American	4.8	5.1	5.0				
Hispanic or Latino	86.4	89.2	89.7				
Asian or Native Hawaiian/Other Pacific	4.8	3.0	2.4				
White	4.0	2.4	2.6				
Male	44.3	42.7	41.4				
Female	55.7	57.3	58.6				

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

SURR School (Yes/No)		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:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	72.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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