



MOTT HALL III MIDDLE SCHOOL 128

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X128

ADDRESS: 450 ST. PAUL'S PLACE, BX, NY 10456

TELEPHONE: 718.992.9506

FAX: 718.992.6905

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09x128 **SCHOOL NAME:** Mott Hall III

SCHOOL ADDRESS: 450 St. Paul's Place

SCHOOL TELEPHONE: 718.992.9506 **FAX:** 718.992.6905

SCHOOL CONTACT PERSON: Jorisis Stupart **EMAIL ADDRESS:** jstupar@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Wendy Lewis

PRINCIPAL: Jorisis Stupart

UFT CHAPTER LEADER: Michael Connolly

PARENTS' ASSOCIATION PRESIDENT: Manuel Diaz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: NINE **CHILDREN FIRST NETWORK (CFN):** 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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/ronlyres/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
Jorisis Stupart	*Principal or Designee	
Michael Connolly	*UFT Chapter Chairperson or Designee	
Manuel Diaz	*PA/PTA President or Designated Co-President	
Elizabeth Riera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Corinthian Lee	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wendy Lewis	Member/UFT/SLT Chairperson	
Rachel Rymer	Member/UFT	
Maria Alvarez	Member/Parent	
Karina Santana	Member/Parent	
David Lopez	Member/ Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

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

SECTION III – Cont'd

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Mott Hall III								
District:	9	DBN:	09X128	School BEDS Code:	320900010128				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded		
	2		6	√	10				
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		93.4	93.8	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		97.5	96.2	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment :					
Grade 6	100	103	101	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	95	102	109		78.4	85.4	93.2		
Grade 8	85	90	101						
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	12	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number :					
Total	280	295	311	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	3	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of 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	0	0	0	Principal Suspensions	32	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	6	19	30	Superintendent Suspensions	7	2	TBD		
Number all others	1	6	8						
<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		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	19	24	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	0	0	18						

Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	5	9	Number of Administrators and Other Professionals	4	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	26.3	29.2	TBD
				% more than 5 years teaching anywhere	21.1	20.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	53.0	38.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		90.4	89.3	TBD
Black or African American	41.8	39.7	38.9				
Hispanic or Latino	57.5	59.0	59.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.0	1.3				
White	0.0	0.3	0.3				
Male	48.2	49.5	46.3				
Female	51.8	50.5	53.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:		
Elementary/Middle Level		Secondary Level
ELA:	√	ELA:
Math:	√	Math:
Science:	√	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
Student Groups							
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	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	79.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.1	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19.9	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	43.3		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	8.3		

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
KEY: PROGRESS REPORT DATA	◇ = Outstanding
NR = Data Not Reported	NR = No Review Required

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

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

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

We have been able to identify student performance trends through a review of qualitative and quantitative data about our school. This data has included our 2009-10 Progress Report and our 2009-10 Learning Environment Survey results. We have also considered sources such as formative and summative assessment data, formal and informal teacher observation records, and teacher and student reflections on school-wide initiatives.

In the 2009-2010 school year, 42.5% of students achieved Level 3 or 4 on the ELA test, with a median student proficiency rating of 2.83. In Math, 68.8% of students achieved Levels 3 or 4, with a median proficiency rating of 3.42. These figures for performance dropped in both subject areas from previous years, in part due to the recalibration of test scores by the New York State Department of Education. In the area of progress, our students' median growth percentile in ELA was 71, and in Math, students' median growth percentile was 77. These numbers suggest that while our students are showing progress in both subjects, their performance overall is low as compared to schools in our peer and city horizon. Our specific weaknesses in ELA suggest the need to continue to use data analysis to target gaps in students' skills, use SMART goals and formative assessments to ensure student progress, and allocate resources for Academic Intervention Services for the students at our school who are in greatest need of improvement.

In all four areas assessed in Learning Environment Survey – Academic Expectations, Communication, Engagement, and Safety and Respect – our school's scores increased from previous years. Specifically, our school had the greatest performance in the area of Academic Expectations. We have been able to maintain a culture of high expectations and academic rigor for our students through multiple features of our school. Our teacher orientation and student orientation help establish a culture of accountability and high standards for all members of our school community. For students and their families, these high expectations are reinforced throughout the year with weekly progress reports that update each parent on his or her child's academic and behavioral performance in school. Among our faculty, we maintain our culture through communication and collaboration at grade team and faculty meetings.

Over the past school year, we have developed a set of systems and structures for improving coherence in our academic program across department teams. These structures include those for assessment, goal setting, and data tracking for students and teachers. We also have common templates for unit planning and lesson plans. Finally, we have purchased technological systems for improving our work in curriculum, instruction, and assessment. The online system TechPaths houses teacher curriculum maps, the Scantron Prosper system assists us in grading assessments, and the Edline program offers students online gradebooks that students and parents can access. This year, we plan to continue to develop systems and structures to improve coherence and consistency among all members of the school community.

An area of the Learning Environment Survey that our school had lower performance was Engagement. Specifically, only 58% of students agreed with the statement, "My school offers a wide enough variety of courses and activities to keep me interested in school." Our school continues to work to increase engagement at our school, through our use of the Schoolwide Enrichment Model, afterschool programs, trips and special events related to the curriculum, and a focus on enriching the curriculum. We are also offering more family events to increase parental involvement at our school.

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

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

Goal 1

Increase the number of students achieving proficiency and progress in Literacy as determined by the 2011 NYS ELA Exam. 50% of our students will achieve proficiency and our median growth percentile will be 75%.

Goal 2

Increase the number of students achieving proficiency and progress in Mathematics as determined by the 2011 NYS Mathematics Exam. 75% of our students will achieve proficiency and our median growth percentile will be 80%.

Goal 3

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

Goal 4

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

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students achieving proficiency and progress in Literacy as determined by the 2011 NYS ELA Exam. 50% of students will achieve proficiency and our median growth percentile will be 75%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Facilitate collaboration between Instructional Specialists and teachers of CTT classrooms to plan for differentiation, modify instruction, and support the academic progress of CTT students with IEPs. ✓ Use the NYS New Core Standards, as well as performance indicators tested on New York State test, to plan instruction and assessment using the curriculum mapping process. ✓ Maximize instructional time for key reading and writing skills by integrating the ELA and Social Studies curriculum in sixth and seventh grades. ✓ Use DYO Assessment Model, including TC Assessments and previous years' NYS ELA Tests, to determine students' reading levels and performance toward mastering state standards. ✓ Use assessment information to set teacher and student goals for performance and progress. ✓ Use teacher-created assessments to track progress toward these goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ✓ Professional Development- Literacy Coach (Title I SWP & Title 1 ARRA SWP) ✓ Internal DOE PD (Title I SWP) ✓ Academic Intervention Services – Teacher Per Session (C4E) ✓ Literacy Resources (TL NYSTL Library, TL NYSTL Textbook) ✓ TechPaths(curriculum mapping software) (Title I SWP)

Indicators of Interim Progress and/or Accomplishment

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

- ✓ 2010 ELA Test, administered in September, as a baseline diagnostic to determine students' strengths and needs;
- ✓ TC Assessments, administered in September, November, March, and June; to show students' progress through reading levels;
- ✓ 2011 NYS ELA Test, administered in April 2011, to show 83% of students achieving proficiency and 71% making one year's progress in ELA;
- ✓ Teacher-created assessments to show progress toward yearly goals within key ELA skills

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students achieving proficiency and progress in Mathematics as determined by the 2011 NYS Mathematics Exam. 75% of students will achieve proficiency and our median growth percentile will be 80%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Teachers create curriculum maps and units of study that are aligned to the NYS learning standards. ✓ Teachers administer baseline, midline, and end line math assessment to students. ✓ Teachers use data from assessments (class exams, baseline, homework, and class work) to set student learning goals. ✓ Teachers use the skills component of math class to aid students in developing conceptual understanding and work towards mastery of the identified goals. The goals will focus on the performance indicators from the from the NYS learning standards. Teachers use Skills Tutor, a web based program to assist in differentiating support and skill building. ✓ Rotation of the skills component in five week cycles throughout the year. During the cycle students work on three goals, two computational and one problem solving. A mid and end of cycle assessment is administered to students to determine mastery and/or intervention needs. ✓ Collaboration between grade level teachers occurs weekly to plan and share best practices. ✓ Analyze school generated unit tests targeted to identify strengths and weaknesses in student performance. ✓ Facilitate collaboration between instructional specialist and teachers of CTT classrooms to plan for differentiation, modify instruction, and support academic progress of CTT students. ✓ Math Coach provides professional development including the framework of teacher knowledge, teacher skills and professional development experiences in the various components of Impact Math

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> ✓ Professional Development- Math Coach (Title I ARRA SWP) ✓ Internal DOE PD (Title I SWP) ✓ Academic Intervention Services (C4E) ✓ Mathematics Resources (TL NYSTL Software) ✓ TechPaths (curriculum mapping software) (Title I SWP)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ 2010 NYS Math Exam administered in September, as a baseline diagnostic to determine students' strengths and needs followed by a Math Predictive given in February to measure student growth. ✓ 2011 NYS Math Test, administered in May 2011, to show 95% of students achieving proficiency and 75% making one year's progress in Math ✓ Acuity ITA Assessments, administered in November, March and May; ✓ Skills Tutor Assessments to show progress toward yearly goals within key math skills ✓ Teacher created unit tests to show progress toward yearly goals within key math skills

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Student Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Increase the number of teachers providing engaging, enriching and differentiated instruction to Mott Hall III students. 95% of teachers will incorporate instructional strategies that are engaging, enriching and differentiate for student learning, 90% of teachers will collaborate to create at least one interdisciplinary unit of study per semester and 80% of teachers will incorporate Renzulli Learning into their units of study</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Teachers will follow the LCI Units of Study format to create units/lessons that contain the following essential features: organizing center, rationale, essential and guiding questions, diversified assessments, standards identification and pacing calendar. ✓ Students will participate in school-wide celebrations and activities: Science Expo, Curriculum Expos, SEM Showcases, Career Day. ✓ Teachers will include SEM Types I, II and III experiences in their units of study. ✓ Students will participate in SEM Talent Periods- During and After School. ✓ Students will be administered the Renzulli Learning Styles Inventory. ✓ Teachers will use Renzulli Learning Styles Inventory data to differentiate activities and to assign individualized projects.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ✓ School wide Enrichment Model Consultant (Title I SWP) ✓ DOE Internal Professional Development Workshops (Title I SWP) ✓ TechPaths (curriculum mapping software) (Title I SWP) ✓ Renzulli Learning System (Title INYSTL Software) ✓ After School Enrichment Program Per Session (C4E)

Indicators of Interim Progress and/or Accomplishment

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

- ✓ Teacher created LCI units of study (reflecting Types I,II & III SEM Activities)
- ✓ Science Projects (Science Expo March 2011) , Student Portfolios (Curriculum Expos (Feb.2011 and June 2011), SEM Talent Products and Performances (SEM Showcases (Dec. 22, 2010, March, 2011 and June, 2011)
- ✓ Renzulli Student Profiles
- ✓ After school program begins October 2010
- ✓ TechPaths Reports on teachers' curriculum maps

- ✓ Formal and Informal Observations

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): **Consistent and Coherent School-wide/
Department-wide Policies & Systems**

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

Indicators of Interim Progress and/or Accomplishment

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

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

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	43	28	43	43	8	N/A	0	3
7	58	33	58	58	9	N/A	1	0
8	80	37	80	80	9	N/A	1	2
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

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

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

MOTT HALL III RECEIVES NO TITLE III FUNDING.

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your 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.

- 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). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

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

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

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

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

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

Section III. Title III Budget

School: 09x128 BEDS Code: 320900010128

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	(e.g., \$9,978) 0	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000) 0	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500) 0	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000) 0	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	0	

Other	0	
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$257,600.	\$142,700.	\$400,300.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,576.	\$1,427.	\$4,003.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,800.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$25,760.	*	

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 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Refer to CEP Section I Needs Assessment, Page 9 and 10.

2. Schoolwide reform strategies that:

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

□

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

- ✓ **Facilitate collaboration between Instructional Specialists and teachers of CTT classrooms to plan for differentiation, modify instruction, and support the academic progress of CTT students with IEPs.**
- ✓ **Administer small-group Academic Intervention Services (AIS) to students who achieved proficiency ratings of 3.3 and lower.**
- ✓ **Use teacher-developed 2009 Test Analysis to identify key skills in each grade level.**
- ✓ **Integrate these skills into instructional and assessment plans using the curriculum mapping process.**
- ✓ **Use DYO Assessment Model, including TC Assessments and 2009 NYS ELA Tests, to determine students' reading levels and performance toward mastering state standards.**
- ✓ **Use assessment information to set teacher and student goals for performance and progress.**
- ✓ **Use teacher-created assessments to track progress toward these goals.**
- ✓ **Teachers create curriculum maps and units of study that are aligned to the NYS learning standards.**
- ✓ **Administer baseline, midline, and end line math assessment to students.**
- ✓ **Use data from assessments (class exams, baseline, homework, and class work) to set student learning goals.**
- ✓ **Use the skills component of math class to aid students in developing conceptual understanding and work towards mastery of the identified goals. The goals will focus on the performance indicators from the NYS learning standards. Teachers use Skills Tutor, a web based program to assist in differentiating support and skill building.**

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

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

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

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

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

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

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

3. Instruction by highly qualified staff.

During the 2009-10 academic year, 100% of the Mott Hall III staff was highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Refer to Goals 1, 2, 3 and 4 as high quality, ongoing professional development is essential in accomplishing our CEP school goals.

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

We attract high-quality highly qualified teachers by collaborating with the following organizations:

- ✓ **New York City Teaching Fellows**
- ✓ **Teach For America**
- ✓ **NYC DOE Open Hire**
- ✓ **Manhattanville College Alternative Certification Program (Jump Start)**

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

Mott Hall III provides the following opportunities for parent engagement:

- ✓ **Annual Family Day**
- ✓ **Curriculum Night**
- ✓ **Literacy Night**
- ✓ **ARIS Parent Link Workshops**
- ✓ **SEM Showcases**
- ✓ **Science Expo**
- ✓ **Curriculum Expo**
- ✓ **Parent Support Workshops**
- ✓ **EdLine (Web based Parent Communication tool)**
- ✓ **Parent Celebrations (Hispanic Heritage, Thanksgiving, Mother's Day)**
- ✓ **School Calendar**

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

N/A

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

Refer to CEP Goals section.

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.

Refer to CEP Goals and Appendix 1, Part B.

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.

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

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

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <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 FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			216,410	✓	Pages 12, 15, 16, and 18
Title I, Part A (ARRA)	Federal	✓			141,292	✓	Pages 12, 15, 16, and 18
Title II, Part A	Federal			✓			

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

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

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

Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			67,306	✓	Pages 12, 15, 16, and 18
Tax Levy	Local	✓			1,595,387	✓	Pages 12, 15, 16, and 18

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____ **N/A** _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)

There are currently nine students in temporary housing at Mott Hall III.

2. Please describe the services you are planning to provide to the STH population.
 - ✓ **AIS support as described in Appendix 1 of the CEP**
 - ✓ **School uniforms and school supplies are provided as needed**
 - ✓ **Attendance support staff provides outreach to parents and temporary housing agents**
 - ✓ **Guidance Counselor provides counseling as mandated/needed**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Mott Hall III						
District:	9	DBN:	09X12	School		320900010128	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		93.4	93.8	93.2
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-	2008-	2009-
Grade 3	0	0	0		97.5	96.2	95.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	103	101	107	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	102	109	116		78.4	93.2	90.4
Grade 8	90	101	110				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		0	12	10
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	295	311	333	<i>(As of October 31)</i>	2007-	2008-	2009-
					3	3	0
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	9	Principal Suspensions	32	9	21
# in Collaborative Team Teaching (CTT)	19	30	20	Superintendent Suspensions	7	2	4
Number all others	6	8	10				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	0	18	TBD	Number of Teachers	19	24	26
# ELLs with IEPs	5	9	TBD	Number of Administrators and Other Professionals	4	4	4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	0	0

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	9	% fully licensed & permanently assigned to this	100.0	100.0	82.6
				% more than 2 years teaching in this school	26.3	29.2	46.1
				% more than 5 years teaching anywhere	21.1	20.8	26.9
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		53.0	38.0	53.9
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	90.4	89.3	85.2
Black or African American	39.7	38.9	32.1				
Hispanic or Latino	59.0	59.2	65.2				
Asian or Native Hawaiian/Other Pacific	1.0	1.3	1.5				
White	0.3	0.3	0.6				
Male	49.5	46.3	43.8				
Female	50.5	53.7	56.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.8						

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



Mott Hall III-Middle School 128
450 ST. PAUL'S PLACE, BRONX, NEW YORK 10456
TEL (718) 992-9506 • FAX (718) 992-6905
www.MottHall3.com

Joris Stupart, Principal
Joanna Mora, Assistant Principal

MOTT HALL III PARENT INVOLVEMENT POLICY

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

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



Joel I. Klein, Chancellor

Mott Hall III-Middle School 128
450 ST. PAUL'S PLACE, BRONX, NEW YORK 10456
TEL (718) 992-9506 • FAX (718) 992-6905
www.MottHall3.com

Joris Stupart, Principal
Joanna Mora, Assistant Principal

MOTT HALL III SCHOOL PARENT COMPACT

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

SCHOOL

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

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

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

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

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

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

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

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

PARENT/GUARDIAN

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

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

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

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

- ✓ Attendance at school
- ✓ Homework
- ✓ Television watching
- ✓ Health needs

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

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

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

**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 104	District 09	School Number 128	School Name Mott Hall III
Principal Joris Stupart		Assistant Principal Joanna Mora	
Coach Rachel Rymer		Coach Tonya Charity	
Teacher/Subject Area Michael Taylor		Guidance Counselor Jennifer Simon	
Teacher/Subject Area James Goldstein/ELA		Parent Manuel Diaz	
Teacher/Subject Area Audrey Padilla/ELA		Parent Coordinator Ernesto Martinez	
Related Service Provider		Other Audrey Padilla	
Network Leader Bob Cohen		Other James Goldstein	

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

C. School Demographics

Total Number of Students in School	333	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	6.61%
------------------------------------	------------	----------------------	-----------	---	--------------

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.

Part II

1. At Mott Hall III we follow the steps listed below in order to identify students who may possibly be ELLs within ten days of the student's admission:

- Mr. Taylor (our certified ESL teacher who is responsible for conducting the initial screening and administering the HLIS and LAB-R) meets with parent and student and discusses the home language with the family to make an initial determination of the child's home language.
- Parent is given a HLIS (Home Language Identification Survey) to determine what language the child speaks at home. There will be an informal oral interview in English and in the native language.
- If the HLIS determines that a language other than English is spoken in the child's home, the child is given a LAB-R (Language Assessment Battery- Revised). Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.
- The parent is informed of their options for ELL services by use of translated materials (DVD & brochure).
- Students that score below proficiency are eligible for mandated ELL services. The parent is provided with a letter of entitlement for services, a parent survey and program selection form and a placement letter.

During the mandated testing window, the testing coordinator and ESL teacher schedule the NYSESLAT following the guidelines mandated by New York State. A letter is sent home to parents notifying them of the different days that the test is given.

2.

a. Mr. Taylor (ESL Teacher) and Parent Coordinator (translator for Spanish speaking parents) meet with the parents and inform them of their options for ELL services by use of translated materials (DVD & brochure). This is done the same day that the parent comes in to register the student.

b. Outreach services, document translation, interpretation services, informational and questions-and-answer sessions at curriculum night, one-on-one meetings, and phone conversations.

3.

a. Entitlement letters and Parent Survey and Program Selection forms are distributed the day the LAB-R is given to the student. Entitlement letters are distributed to students that have scored below proficiency on the LAB-R. Non-Entitlement Letters are distributed to those who score at or above proficiency. The parent is encouraged to complete the Parent Survey and Program Selection forms and return them while they are at the school on the same day the LAB-R is taken.

b. Continued Entitlement Letters are sent to those students that score below proficiency on the NYSESLAT.

c. A copy of each entitlement letter is sent to the secretary, Ms. Rose Depinto, and filed in the student's file

4. At Mott Hall III Mr. Taylor and the Parent Coordinator, Mr. Martinez, meet with the parent and give them the Program Selection form and inform them about the different program choices (also provide them with the brochure and video). Mr. Martinez provides Spanish translation services to the parents at this meeting. Parents are informed that if they do not choose a program for their child, he or she will be placed in a Transitional Bilingual Education program. If there are not enough students to support a TBE program, the school provides an English as a Second Language Program to the students. The Parent Survey & Program Selection Form is distributed to the parents at the end of the Parent Orientation in the appropriate languages. Parents are told to read the survey, make their selection, and return signed documents. Parents/guardians are informed that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. Parents are told that, once the LAB-R is administered to their child within 10 school days, they will be notified in writing of their child's eligibility and placement in an instructional program in accordance with their selection, if possible. Once a parent makes their choice, they are informed of the program availability of our school. If we do not offer what the parent has selected, we find them alternative schools with the program they are looking for (with the assistance of our Network). We keep a record of the Program Selection form in the office. If there is a request of enough parents to start a bilingual program, we will do so.

5. The 2010-11 school year was the first year that we had students come from out of the country and take the LAB-R. Before then we did not have opportunity to have a parent fill out the Program Selection Form.

6. We have not yet had the opportunity to evaluate enough program selection forms to make a determination.

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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							9	8	5					22
Total	0	0	0	0	0	0	9	8	5	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	9
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	5

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
Dual Language										0
ESL	5	1	1	12	1	7	5	0	1	22
Total	5	1	1	12	1	7	5	0	1	22

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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
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							6	8	5					19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2							2
TOTAL	0	0	0	0	0	0	9	8	5	0	0	0	0	22

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Part IV: ELL Programming
 Part A
 1. a. ELL instruction is delivered using the push-in and self-contained models. During push-in instruction, teachers co-teach to enable ELLs and other students at lower proficiency levels to benefit from ESL methodology. Some students are emergent readers in their native

language as well as English, and we use picture books, leveled books and native language books to differentiate instruction. The ESL teacher conferences with the ELLs to provide explicit instruction in reading and writing in individual or small group activities. During self-contained instruction, students are organized into mixed proficiency level groups, where scaffolding and differentiation of instruction are used. The ESL teacher differentiates learning tasks and materials and provides a variety of verbal and non-verbal support.

b. Students are heterogeneously mixed but receive instruction by grade.

2. At Mott Hall III we have students that are either Intermediate or Advanced. The ESL teacher's program is structured in a way that all students receive their mandated instruction. All classes at Mott Hall III are 60 minutes in length. All advanced students receive 180 minutes of instruction per week. All intermediate or beginner students receive 360 minutes of instruction per week. Mr. Taylor either pushes into their classroom or provides instruction in a self contained class in order to provide the mandatory minutes. All advanced students receive 180 minutes of ELA instruction per week as mandated by CR Part 154. Because there is no TBE or Dual Language program at Mott Hall 3, no NLA instruction is given.

3. All ESL instruction is provided in English. The classes that Mr. Taylor pushes into are all ELA classes. However, his small group instruction focuses on ESL skills that can be utilized in all of the content areas.

4.

A. The two students that are designated SIFE will be invited to attend after school and Saturday Academy. These students will also be immersed in the English language through teacher read alouds and think alouds, reading partners, books on tape and small guided reading groups.

B. The five students that are designated as newcomers will be invited to attend after school and Saturday Academy. These students will also be immersed in the English language through teacher read alouds and think alouds, reading partners, books on tape and small guided reading groups.

C. The twelve students that are designated as (4-6 yrs.) will be invited to attend after school and Saturday Academy. These students will also be immersed in the English language through teacher read alouds and think alouds, reading partners, books on tape and small guided reading groups.

D. The five students that are designated as long term ELLs will be invited to attend after school and Saturday Academy. These students will also be immersed in the English language through teacher read alouds and think alouds, reading partners, books on tape and small guided reading groups.

E. The eight students that are designated as special needs ELLs will be invited to attend after school and Saturday Academy. These students will also be immersed in the English language through teacher read alouds and think alouds, reading partners, books on tape and small guided reading groups.

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

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

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?

Part B

5. Some of our targeted intervention programs for ELLs include flexible grouping activities, small group and individual activities using scaffolding and on going assessments. We also use small guided reading groups, after school AIS, Saturday Academy, reading partners, peer editing, and explicit mini-lessons. All programs are offered in English.
6. Students who have achieved proficiency on the NYSESLAT will continue to receive testing accommodations and be invited to after school and Saturday Academy.

7. We are considering purchasing technology software on language development.
8. No programs or services will be discontinued at this time.
9. All students are afforded equal access to all programs. If there is an issue with parent translations, the Parent Coordinator translates.
10. The following materials are used for ELL instruction:
 - Web based instruction
 - Internet research
 - Smart boards
 - Flash cards
 - Graphic organizers
11. Native language support is delivered in the following manner:
 - Translated materials
 - Buddy system
 - Individual support from teachers in native language
12. Yes. All materials are grade and age appropriate.
13. Before school starts we have a student orientation. Students are introduced to their new school, teachers, fellow classmates and curriculum. We also have a new parent meeting to better familiarize the parents with our school and programs.
14. At this time we do not offer a foreign language.

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)?

N/A

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.

Part D: Professional Development

1. Mr. Taylor attends monthly Professional Development sessions provided by Network 104.
2. We will provide workshops on providing teachers with the necessary skills to assist students in their transition to high school, such as the stages of language acquisition.
3. For the 2010-11 school year, Mr. Taylor will conduct lunch and learns on ELL instructional strategies. We will also receive professional development on ELLs from our network. In addition, teachers are invited to attend workshops through the Office of English Language Learners.

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?

Part E: Parental Involvement

1. Parent Involvement at Mott Hall III includes parent conferences, monthly PTA meetings, SLT, Parent Workshops (including computer classes, domestic violence, etc.), and Family Celebrations (Hispanic Heritage, Family Fall Fiesta, etc.) Mr. Olivo translates all flyers and meeting notices into Spanish. Also, all meetings are translated into Spanish.
2. At this time we do not partner with any outside organizations to provide ELL services.
3. We evaluate the needs of parents through the School Survey, PTA meetings, outreach through the Parent Coordinator and the SLT.
4. Parent Involvement activities address the needs of parents because we base our meetings/workshops on the feedback we get from the Parent Coordinator, the PTA and the SLT.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)							4	2	1					7
Advanced (A)							5	6	4					15
Total	0	0	0	0	0	0	9	8	5	0	0	0	0	22

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			7		2				9
7	2		5		1				8
8	1		3		1				5
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Part V

Part B.

1. Our school uses the New York State ELA Exam, the TC Assessments and the NYSESLAT in order to assess literacy skills. 68% of our

those students passed the NYSESLAT and now there are five students in the eighth grade that still need ESL services. By the end of the eighth grade it is our mission for those five students to pass the NYSESLAT.

3. Students are deficient in the Reading and Writing sections of the NYSESLAT. All students in the Intermediate level are all in the sixth or seventh grade.

This data suggests that our ELL population needs an enormous amount of support by all of their teachers in the areas of reading and writing. Students will need more explicit mini-lessons during reader's and writer's workshop. The students will be immersed in the English language through teacher read alouds and think alouds, reading partners, books on tape and small guided reading groups.

4. 4. 68% of our ELLs scored on the advanced level of the NYSESLAT. 50% are proficient in the listening/speaking section while only 9% are proficient on the reading/writing section. On the NYS ELA exam 95% of the students scored a level 1 or 2. We have the least amount of ELL students in the eighth grade. For the 2009-2010 we had nine ELLs in the seventh grade. Four of those students passed the NYSESLAT and now there are five students in the eighth grade that still need ESL services. By the end of the eighth grade it is our mission for those five students to pass the NYSESLAT. This data suggests that our ELL population needs an enormous amount of support by all of their teachers in the areas of reading and writing. Students will need more explicit mini-lessons during reader's and writer's workshop. The students will be immersed in the English language through teacher read alouds and think alouds, reading partners, books on tape and small guided reading groups.

5. We do not have a dual language program.

6. We evaluate the success of our programs by analyzing the steady improvement on our ELLs NYSESLAT , NYS ELA, and TC Assessment data.

Additional Information

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

Paste additional information here

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		