



MOTT HALL V

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 12X242

ADDRESS: 1551 EAST 172ND STREET, BRONX NY 10472

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12x242x **SCHOOL NAME:** Mott Hall V

SCHOOL ADDRESS: 1551 East 172nd Street

SCHOOL TELEPHONE: 718 620 -8160 **FAX:** 718 620 8161

SCHOOL CONTACT PERSON: Peter Oroszlany **EMAIL ADDRESS:** Poroszl@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christina McNamee

PRINCIPAL: Peter Oroszlany

UFT CHAPTER LEADER: Marlene Rookwood

PARENTS' ASSOCIATION PRESIDENT: Lucy Gonzalez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 603

NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Myrna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Peter Oroszlany	*Principal or Designee	
Marlene Rookwood	*UFT Chapter Chairperson or Designee	
Luz Gonzalez	*PA/PTA President or Designated Co-President	
Luz Gonzalez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Andy Diaz and Anglia Almonte	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina McNamee	Member/ Chair	
Winifred Ramos	Member/ Teacher	
LeMarie Laureano	Member/ CSA Member	
Deborah Fields	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At Mott Hall V (MS 242x), we strive to foster a strong sense of community and family, both with our student, their families and among our staff. We are a small Bronx middle school and believe that it is critical that our student feel they are learning in a positive and nurturing environment in order to achieve not only academic but also personal success. Indeed, we have found that for many of our students, our school is the most structured environment in their lives, past and present.

Our mission is to provide a nurturing, quality education emphasizing Mathematics, Science and Technology that will guide 6^h through 12th graders to higher educational opportunities and lifelong success. To achieve this goal, a substantial amount of resources are invested in providing additional support systems to enhance these academic areas. During 40% of mathematics instruction, there are two teachers to reduce teacher to student ratio and provide for more individualized support. All students are involved in inquiry-based science labs from the moment they enter MHV. In order to foster a love of reading and writing while providing the additional help needed in Literacy, small group instruction is provided for Book Clubs and Writing groups. After-school homework supports as well as tutorial opportunities are available. We strive to provide a strong academic foundation that will be needed for higher educational opportunities.

We strongly believe that our school needs to address not only the academic growth of our students but also their social and emotional development as well. We work to foster this growth through a unique character education program, which we have based in part on the work of *Turning Points 2000*, through which we teach students a variety of skills we believe are critical for middle and high school students. Our specially designed program addresses the needs of adolescent development and thereby helps us create a nurturing environment in which our students can thrive.

We also work to foster a strong sense of community through yearly retreats in which both teachers and students work together to develop a sense of community. Through a series of team building activities and group discussions; these retreats allow us to foster that sense of community that our students value while developing personal relationships. We also host retreats for our staff in order to provide us with opportunities to be reflective about our practices, determine areas in which we need to improve so that we can better support our students, and to develop a course of action for implementation. The camaraderie created by these retreats permeates throughout our school environment and nurtures our collaborative work.

We also strongly believe in supporting our students as lifelong learners, which means providing support after they graduate from our program. We do this, in part; through a program we call VISION. This program is supported by Los Padres Foundation, Inc., and offers participating students, whether currently at Mott Hall V or as graduates of our program, preparation for higher educational studies, increased awareness of career opportunities, increased cultural awareness, and the development of leadership skills. We also work to provide student with academic assistance and to enhance their self-awareness through workshops and various trips.

We place a strong emphasis on experiential learning, providing our student with some very unique and exciting opportunities for real-world learning outside of the school's four walls. Through several partnerships with community-based organizations, we offer real-world connections to reinforce and expand on concepts and skills taught in the classroom. For example, when learning about the American Revolution, students have visited historic Philadelphia; when learning about human anatomy, students visited the BODIES Exhibit. In addition to various yearly trips, outside programs are also brought into the school to enhance the curriculum.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Mott Hall V				
District:	12	DBN #:	242	School BEDS Code:	32001012242

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					92.4	92.7	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.7	100	87.3		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	79	82	103	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	88	80	85						
Grade 8	79	89	93						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	6	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	246	251	281		3	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	11	Principal Suspensions	9	3	TBD		
No. in Collaborative Team Teaching (CTT) Classes	16	27	33	Superintendent Suspensions	8	11	TBD		
Number all others	17	14	17						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	20	25	24	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	13	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	17	22	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	3	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	2
	1	1	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.4	0.0	0.7	Percent more than two years teaching in this school	23.5	40.9	TBD
Black or African American	32.1	34.3	27.8	Percent more than five years teaching anywhere	29.4	31.8	TBD
Hispanic or Latino	63.8	61.4	67.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	3.6	3.2	Percent Masters Degree or higher	47.0	36.	TBD
White	1.2	.8	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.5	84.4	TBD
Multi-racial							
Male	53.2	51.8	49.1				
Female	46.8	48.2	50.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) ✓			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	105	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

At Mott Hall V, we are proud to have earned an 'A' on our Progress Report for the fourth year in a row. We also are also very proud of the fact that we were able to achieve a Well Developed rating in our last Quality Review for 2007-2008 compared to the Proficient rating we received for 2006-2007. And we are exceptionally proud to be ranked in the top 2% of all NYC middle schools based on our Progress Report, on which we received a score of 79.8 and on which we received a significant amount of additional credit (7.0 out of 15 possible) for helping our highest needs student make exemplary gains in ELA and Math.

At Mott Hall V, we set very high standards for ourselves. All staff is expected to have not only significant knowledge in their content areas, but also the ability to establish a positive atmosphere of learning and rigor in their classrooms. Teachers are observed both informally and formally throughout the year, while receiving regular feedback from supervisors and their peers. We also offer a very strong professional development program to help support staff in improving their delivery of instruction in all content areas. We believe that our ability to help our students make significant gains in ELA and Math are based on the high standards to which we hold ourselves. In particular, we are pleased with the rigorous and comprehensive math curriculum our staff has designed based on our core NYS Standards and their years of experience. Our staff has used this curriculum to helped 68.1% of our student population achieve a Level 3 or 4 on the New York State Math Assessment gains are significantly higher than City-wide averages. 61.3% of our lowest-third population and 50.8% of self-contained/CTT/SETTS population made exemplary gains in Mathematics earning extra credit. As a school that focuses on Mathematics, Science and Technology, this is a major accomplishment.

In Literacy, 31.9% of our students reached proficiency levels. 74.1% of our ELLs population made notable gains and 63.5% of our students in the lowest one-third citywide in ELA (as well as in Math.) Although 53.4% of self-contained/ CTT/SETTS population made exemplary gains this did not warrant extra credit.

Our scores on the New York State Science and Social Studies in the 8th grade yielded exceptional results. On the Social Studies assessment, more than 80% of the 8th grade reached proficiency levels which were well above the city average. Similarly, on the Science assessment close to 79% of our 8th grade population scored at proficiency level while the city faired substantially lower.

Based on the Learning Environment Survey, we noted some areas of possible growth. First, only 67% of the teachers took the survey as compared with 82% from the previous year. Bullying concerns scored 7.6 (out of 10) from parents and a 6.1 (out of 10) from students. Attendance continues to be an area of focus. Although the attendance rate for the year was an average of 92.8% this ranks amongst the median for both our peer group and the city average.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

ANNUAL GOAL	DESCRIPTION
<p>1. 6th – 8th grade goal: The literacy department’s goal is to increase the number of students in 6th – 8th grade who make 1 year’s progress on the New York State ELA test from 73.5% to 80% by providing students with targeted, differentiated instruction in writing tutorials, book clubs, and literacy class.</p> <p>9th grade goal: 9th Comprehensive English Predictive and ITA</p>	<p>After conducting our needs assessment, the staff and administration determined that we need to improve our student performance on the ELA exam from the present 70 to 73%. By using ARIS, and our own school-designed ELA curriculum as well as Design Your Own (DYO) assessments, this goal will be achieved</p>
<p>2. To increase the percentage of students making at least one year progress in Mathematics from 80% to 82%.</p>	<p>After conducting our needs assessment, the staff and administration determined that we need to address the 80% of students who made 1 year’s gain last year and maintain their accomplishments. By using ARIS, and our own school-designed Math curriculum as well as Design</p>

	Your Own (DYO) assessments, this goal will be achieved.
<p>3. 85% of students in grades 6th, 7th and 8th will attain grade level mastery (75%) on teacher created unit assessments and quizzes including projects as measured by teacher created rubrics, in Social Studies. 90% of students in grades 6th, 7th and 8th will achieve a minimum level 3 on exit project as measured by New York State rubrics. 75% of our 9th grade students will pass NYS US History Regents</p>	After conducting our needs assessment, the staff and administration determined that we need to address the 85% of students and by using and our own school-designed Social Studies curriculum, this goal will be achieved.
<p>4. In grades 6-9, students will achieve a minimum of 80% accuracy on end of unit assessments administered in 6 week cycles aligned to NYS Intermediate Science Standards and NYS Living Environment Standards. In addition, students will attain 80% proficiency on all NYS Inquiry and Performance Standards. In grade 8, 70% of students will sit for the Living Environment regents test at the end of the year with 90% passing the test. In grade 9, 75% of students will pass the Living Environment Regents test at the end of the year.</p>	After conducting our needs assessment, the staff and administration determined that we need to address of our students and by using our own school-designed Science curriculum, this goal will be achieved.
<p>5. By June 2011, the average daily student attendance will increase 1% from 90% to 91%, as measured by the Annual Attendance Report.</p>	After conducting our needs assessments, the staff and administration determined that we should sustain our average yearly student attendance goal at 91%. We are going to refine strategies that we used last year, and increase our home visits by our attendance teacher to insure that all of our 8 th graders attend school daily.

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>6th – 8th grade goal: The literacy department's goal is to increase the number of students in 6th – 8th grade who make 1 year's progress on the New York State ELA test from 73.5% to 80% by providing students with targeted, differentiated instruction in writing tutorials, book clubs, and literacy class.</p> <p>9th grade goal: 9th Comprehensive English Predictive and ITA</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"> - Provide all of our students with small group instruction in leveled book clubs 3 times each week. - The units have been designed by literacy teachers and are standards aligned. - These reading groups are reassessed and reassigned 4 times throughout the year to ensure students are getting instruction at their level. This data is collected by all teachers and analyzed by the literacy teachers. - The staff will be conducting 4 rounds of Running Record in 6th – 8th grade at the following times: Round 1: Oct 25 - Nov 5 Round 2: Jan. 3-14 Round 3: March 14-25 Round 4: June 6-June 17 Round 3: June 6 – June 17 - The literacy program has been redesigned this year to provide intensive, small group writing instruction 3 days each week. The literacy department regularly collaborates to create and share standards-aligned units and lesson plans and differentiates them

	<p>appropriately across groups.</p> <ul style="list-style-type: none"> - These writing groups are also reassessed and reassigned 4 times throughout the year to ensure students are getting instruction at their level.
<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"> - The whole staff received Professional Development in facilitating book clubs in September and received professional development on conducting Running Records in October. - We have ordered a variety of titles of book at different levels for the book clubs.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Students should be making between .25 years - .33 years of growth in their reading levels for each round of running records. - In sharing data between writing Tutorial groups, we should see students increase their levels on the 7 traits of the Mott Hall V writing rubric. - On unit tests (once every 2 months), we should see students' mastery improve.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students making at least one year progress in Mathematics from 80% to 82%.</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"> • Employ the workshop components in mathematics (ie: problems solving, explicit guidance, guided practice, etc) (9/10- 6/11) • Use constructivist mathematics approach including explicit instruction during mini-lesson (9/10-6/10=1) • Guided group work in order to provide additional support in areas of need identified in assessments (9/10- 6/11) • Individualized work in order to support students needs at their level (9/10 - 6/11) • Implement mathematics games to increase student engagement while reinforcing basic skills (9/10-6/11) • Use technology in the classrooms (9/10- 6/11) • Utilizing Smartboards in all math classrooms to address visual learners and improve engagement (9/10-6/11) • Promote differentiation through the use of tiered activities to address various modalities and levels of ability twice a week (9/10-6/11) • Familiarize students with test taking skill through the use of a customized test-prep curriculum (2/10- 5/11) • Reduce teacher to student ratio with co-teaching minimally three times a week (9/10- 6/11) • Use of comprehensive quarterly projects to evaluate students' progress (Quarterly) • Implement an intensive Saturday Academy (2/11 - 5/11) based on data obtained from simulation assessment. • Peer-tutoring (9/10 – 6/11) • Homework help and/or tutoring by high school volunteers (10/10 - 6/11) • Assign students individual tasks that address deficit areas. Provide students with direct instruction, modeling strategies that promote skill development and application through the use of individual conferencing (9/10-6/11) • Use testing modifications for instruction and for assessments as appropriate. (9/10-6/11) • Use IEP recommendations to individualize and to tailor instruction to meet specific student needs. (9/10-6/11) • Regent Test Prep 5/11- 6/11

	<p>and visuals, technology and experiential learning trips to enhance student understanding and analysis of historical content and concepts.(Sept.2010-on-going)</p> <ul style="list-style-type: none"> • Instruction will be differentiated in a variety of ways including incorporating the use of an array of graphic organizers, visuals, tiered groups, tasks, questioning and assessments/projects to address various modalities and levels of ability at least once a week.(Sept. 2010-on-going) • Teachers will collaborate with the literacy department as a means of incorporating literacy based instruction including vocabulary development, reading comprehension and essential writing skills.(Sept. 2010-on-going) • Department will utilize pre/post assessments and unit projects as a means of collecting and analyzing student data. (Sept. 2010-on-going) • Teachers across grade levels will create standard based assessments by modeling the former New York State Social Studies Exam on formal assessments. • Teachers will model New York State Exam questioning in classroom instruction. • Teachers across grade levels will collaborate to create uniformity as evidenced by teacher created exams, projects, rubrics, instructional themes and general classroom expectations.
<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"> • Saturday Academy to provide supplemental support (2/10-6/11) • Weekly department meetings in lieu of teaching period (10/10-6/11)
<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"> • Teachers meet on a weekly basis to collaborate and plan instruction. • Teachers meet weekly to develop projects and tiered assignments. • Teachers meet weekly to collaborate and develop standard based assessments. • Teachers meet weekly to perform task analyses. • Teachers meet weekly to read and discuss professional articles to enhance instructional strategies. • Teachers meet weekly and turn key information acquired in outside Professional Development. • Teachers meet weekly to discuss, identify and implement uniform ways of instructing and assessing students. • Teachers meet weekly to develop technology based lessons. • Teachers meet weekly to discuss the implementation of interdisciplinary vocabulary development and to develop team unit planning. • Teachers will seek outside professional development as a means of fostering personal growth as it becomes available

Subject/Area (where relevant): Science/ Living Environment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • In grades 6-9, students will achieve a minimum of 80% accuracy on end of unit assessments administered in 6 week cycles aligned to NYS Intermediate Science Standards and NYS Living Environment Standards. • In addition, students will attain 80% proficiency on all NYS Inquiry and Performance Standards. • In grade 8, 70% of students will sit for the Living Environment regents test at the end of the year with 90% passing the test. • In grade 9, 75% of students will pass the Living Environment Regents test at the end of the year.
<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"> • Utilize technology in the classrooms (SMART Boards, laptops, and AV equipment) to address visual learners, improve engagement, and provide opportunities for differentiated tasks (09/10 – 06/11) • Collaborative grouping and seating of students based on learning profiles (ability; interest; learning modality) to maximize learning (09/10 – 06/11) • Develop Regents Test Prep curriculum for students sitting for Regents test (01/11-06/11) • Differentiated instruction practices utilized during classroom activities (09/10 – 06/11) <ul style="list-style-type: none"> - Weekly tiered lessons based on ability level planned during common collaborative teacher meetings. - Lessons that address all learning modalities, through the use of graphic organizers. • Interactive field trips to the , Museum of Natural History, & Bronx Zoo. (09/10 – 06/11) • Inquiry based Science labs (09/10 – 06/11) <ul style="list-style-type: none"> - Grades 7, 8, and 9 have scheduled weekly labs for 1 hour and 40 minutes. - Grade 6 has scheduled weekly labs for 50 minutes. • Science journals/ notebooks (09/09 – 06/10) <ul style="list-style-type: none"> - Utilized to evaluate student understanding of concepts presented - Feedback given based on entries - Lab write-ups to hold students accountable for work during lab
<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</p>	<ul style="list-style-type: none"> • Common planning • Meetings with department chair for instructional support • Weekly department meetings in lieu of teaching period (09/10-6/11) • Turn-key PD (09/10 – 06/11)

<p><i>described in this action plan.</i></p>	
<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"> • Develop, monitor and revise a 4 year science curriculum and pacing schedule based on NYS standards and performance indicators. • Curriculum planning to align curriculum maps to address deficiencies noted on assessments and teacher observations. • Quarterly lab-write ups scored on a rubric aligned across the grade levels using the NYS standards and performance indicators (09/10 – 06/11) • Work collaboratively to create quarterly tasks/projects aligned to curriculum map • Assessment development in order to establish uniformity across the grades to help students obtain scores greater than 80% on all unit assessments (9/10-6/11) • 100% of units across grade levels planned using the Understanding by Design (06/11) • Use of rubrics on all inquiry-based projects and lab write-ups aligned to the NYS Inquiry and Performance Standards.

Subject/Area (where relevant): Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the average daily student attendance will remain at 91% measured by the Annual Attendance Report.</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>	<p>Use of Data</p> <ul style="list-style-type: none"> ▪ Student attendance results will be calculated and reviewed by students/staff on a monthly basis ▪ Analysis of attendance by students, classes and grades ▪ Attendance will be reviewed daily at lunchtime by Principal ▪ Update blue contact cards twice yearly <p>Curriculum & Instruction</p> <ul style="list-style-type: none"> ▪ Honor Roll Policy will reinforce positive attendance and participation practice ▪ School Aide and Parent Coordinator will call homes of students that are absent ▪ The school will use the automated system to call students' homes in the evening ▪ Corrections will be made for students initially recorded as absent, but are actually late ▪ Administration will use monthly attendance reports to issue recognitions and incentives for

	<p>students</p> <ul style="list-style-type: none"> ▪ Students with long term absences will be referred to the attendance teacher who will then conduct home visits ▪ Principal and administration will meet month with a targeted group of students to encourage positive attitude towards school and attendance ▪ Guidance Counselor will provide in-class workshops to students about positive behaviors, conflict resolution and school success ▪ Participation by staff and students in <i>Challenge Day</i>, a nationally recognized program, focusing on positive student-peer interactions, social interactions that adolescents face and peer/community challenges which impact on student attendance and school success (October 2010) ▪ Use of the PBIS rewards system to reinforce Attendance <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Professional development for teachers on effective school practices and goal setting that will have a positive effect on student behaviors and attendance ▪ Parent Coordinator will provide workshops to parents on the importance of excellent school attendance, homework and grading policies to increase overall student success. ▪ Professional development for teachers on project-based learning as a tool to more deeply engage students in their own learning
<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>	<p>Use of Resources</p> <ul style="list-style-type: none"> ▪ Principal will work with the attendance office to fine tune attendance outreach and investigation procedures ▪ Attendance teacher will provide training to school aide and Parent Coordinator on interpreting monthly class attendance reports ▪ Attendance teacher will make outreach and home visits to students who have problematic attendance patterns
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic reviews</p> <ul style="list-style-type: none"> ▪ To increase the overall attendance rate by .1% each month ▪ Monthly collection of classroom attendance sheets to be reviewed by the attendance school aide and Administration ▪ Monthly analysis of attendance for individual students, classes and grades. <p>Other evidences Agenda and attendance sheets of professional development and parent meetings</p>

PBIS Grant
Positive Behavior to address
Bullying

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> 1. To lessen superintendent’s suspension rates for the 2010-2011 school year. 2. To advance targeted students in academic literacy through early intervention. 3. To improve progress towards graduation for targeted students in each school.
<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"> • In order to reduce suspension rates, students in the 9th grade will participate in “Challenge Day.” Challenge Day is a program designed to instill in students a sense of self worth, a respect for diversity and initiate the development of positive character traits and habits through self-awareness and sensitivity exercises. • To attain the goal of increasing academic literacy, the development of a systemized school-wide book club curriculum will offer small group reading instruction with groups structured by grade and reading levels as to properly differentiate instruction. • Our school wide initiative is the development of a unified reward system. The establishment of a school store will afford students the opportunity to earn Mott Hall V currency for outlined positive behaviors and academic accomplishments. At the school store students, may use MHV currency to purchase items ranging from school supplies and sports equipment to technology based devices. • The development of a male and female intramural basketball team and Cheer-Dance team will further foster character and social development of students. Established teams will meet three times per week, balancing physical activities and academic support services as a means to building a culture of academic and social success.

<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"> Careful consideration as how to best compensate staff, purchase materials and dedicate quality time in the development of each program was been given in order to establishing a workable budget. Each program will need knowledgeable facilitators and adequate materials and resources.
<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"> Within our staffing plan, the appointed facilitator will manage, on an ongoing basis, the input of our best practices and student data. In addition, a committee will meet monthly to review the organizational structures and progress of the established programs. It is our belief that these systems of accountability will ensure success.

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	102	102			10			
7	102	102			10			
8	89	89				6		
9	92	92			2	4		
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Through the year we will have 6 weeks cycles for the students to receive additional services in ELA, which will enable our school to be able to provide instructional support to more students. Identification of student is based on analysis of classroom assessment data and teacher recommendations. During these blocks, the students are grouped based by their levels, and teacher observations. The ratio is 10:1, and the materials are created by the literacy department.</p>
<p>Mathematics:</p>	<p>In our high school our at risk students are offered to stay after school one day a week during our 50 minutes blocks. The ratio is 10:1, and the materials are created by the department teacher.</p>
<p>Science:</p>	<p>In our high school our at risk students are offered to stay after school one da a week during our 50 minutes blocks. The ratio is 10:1, and the materials are created by the department teacher.</p>
<p>Social Studies:</p>	<p>In our high school our at risk students are offered to stay after school one days a week during our 50 minutes blocks. The ratio is 10:1, and the materials are created by the department teacher.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Referrals to At-Risk Counseling are received through teacher referral, parent referral, and or student self-referral. Students meet weekly with school counselor to discuss issues that are impacting school performance (i.e. attendance, organizational skills, social skills with peers and adults, anger management). Based on individual needs; students are provided with individual or group counseling with aged peers. When necessary, school counselor will facilitate meetings with parents and teachers to discuss school performance. Referrals to outside counseling agencies and special education services are discussed when at-risk services are not meeting the needs of student. We also utilize our extended day program for service these students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

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) 6-9 40 Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

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.

Mott Hall V is proud of its ability to maintain and develop excellent academic performance for our students. In an effort to support our English Language Learners we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous freestanding ESL program is both a push-in and pull out instructional model. A large percentage of our instructional plan calls for collaborative planning and curriculum-aligned support. We use ESL strategies both in the pull out and push in model. All ELLs at the school receive the appropriate units of study in ESL for their level of English proficiency, as per CR Part 154. Beginning ELLs at the High School level receive 3 units of study in ESL (540 mins) while the Intermediate ELLs receive 360 mins, and Advanced ELLs receive 180 mins. Beginning and Intermediate ELLs at the Middle School level receive 3 units of study (360) while the Advanced receive more than one unit of study (180 mins). This year we have implemented pull out for 3 periods of reading instruction and 3 periods of writing instruction for Middle and High School students. We also implement push in social studies instruction for our beginners and intermediate students to ensure meeting state requirements. For our 6th through 9th grade students, we are incorporating the social studies themes into our writing tutorials to strengthen the ESL support provided in the content area.

The pull out and push in component of our ESL plan requires at times co-teaching and individual direct instruction. This individualized and small group instruction includes a variety of hands on strategies to include flexible grouping, cooperative learning and scaffolding techniques in reading and writing. The pull out program more finely targets the strengths and needs of our beginning intermediate and advanced students. It addresses the four modalities based on basic interpersonal conversational skills as well as a strong emphasis on cognitive academic language proficiency. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through the use of accountable talk, active listening in addition to shared reading and writing structures during our pull out time. These approaches include process writing, balanced literacy, vocabulary development, cooperative learning, grammar language structures, contextualization and use of technology. More specifically stated it includes a wide scale use of vocabulary development builders, close exercises, multiple choice comprehension checks, reading reinforcement activities, discussion starters, role play, listening skills exercises, key grammatical structures, quizzes and tests appropriate to students' grades and level of proficiency. These strategies cross all curriculum areas and provide ongoing assessments based on the English as a Second Language standards in literacy and social studies.

Differentiated instruction is pursued through a well balanced literacy model. The Bloom's Taxonomy elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. In addition, all ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are far more advanced. In addition, during our Social Study classes students are part of an extensive lab and experimental approach to learning. With this inquiry based learning approach ELLs are able to discover language through experiments and process writing approaches. We will continue to instruct, review and evaluate this process throughout the school year. ELLs are also able to utilize My Access writing technology programs that provide further development opportunities. As we look to ensure differentiated instruction for the various subgroups special attention is provided for all SIFE

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	1,000	(Leveled Books)
Educational Software (Object Code 199)	600	Translation on tapes
Travel		
Other		
TOTAL	15000	

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.

In examining the data reported on the RDGS ATS report, we noted a high percentage of our student come from Spanish speaking families. Furthermore, during our parent orientation sessions we observed a substantial number of parents that did not comprehend the English language sufficiently to participate with translation services.

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.

As stated above, in analyzing the data and meeting the parents of our students, it was clear that all information, whether in written form or oral presentation, had to be provided in Spanish in addition to English. These findings were reported to the school community during our Parent Association meeting. However, as this is a predominantly Latino community, this was already evident to most members of our community.

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.

Written documents are translated in-house by staff members that are proficient in the required language in a timely fashion. In general, all school letters are provided in both English and Spanish. (Some documents are taken directly from the NYCBOE website, which already provides translation in several core languages.)

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.

Several staff members are available to provide oral interpretations when meeting with parents, including several teachers, Main Office personnel, and our Parent Coordinator. Recorded messages, such as through School Messenger, are provided in English and Spanish as well..

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>.

At the beginning of the school year, the school will determine the primary languages of the population being serviced. In the reviewing the data, the languages used by more than 10% of the population will be targeted. In-house personnel will be utilized to translate information whenever possible; however, if warranted, an outside translation service will be purchased.

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:	300,349	156,991	457,340
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,003	1,561	4564
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30,034.90	*	

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.

Mott Hall V School SCHOOL/PARENT INVOLVEMENT PLAN

School wide policy statement addressing the school’s Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. Mott Hall V School supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Orientation Night, Parent Teacher Conferences, and all school events.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

Holding monthly PTA meetings, SLT and all sub-committees of all these bodies Parent Teacher conferences, cultural night, orientation meeting for incoming 6th grade families, workshops, hiring of a parent coordinator, developing a parent resource center
Our procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. The parent coordinator will provide parents with a monthly parent packet that will include, but is not limited to, parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

Mott Hall V School will conduct new PTA and SLT elections to be held in early October to elect a new board for both. The PTA Executive Board and School Leadership Team members will meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

I. General Expectations

Mott Hall V School agrees to implement the following statutory requirements:

- Mott Hall V School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Mott Hall V will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Mott Hall V will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and,

including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- Mott Hall V will involve the parents of children served in Title I, Part programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- Mott Hall V will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

풀책 Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

풀책 that parents play an integral role in assisting their child's learning;

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

풀책 that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those describe in section 1118 of the ESEA.

풀책 Mott Hall V will inform parents and parental organizations of the purpose and existence of the Parent Information and Resource Center in the State.

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

1. Mott Hall V will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

풀책 Hold Monthly Parent/Teacher meetings

풀책 Hold Monthly School Leadership Team Meetings and invite parents that are not part of the board to sit in on all meetings

2. Mott Hall V will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

풀책 Invite parents to participate in campus-wide open houses to advocate for the school

풀책 Whenever available, parents are invited to participate in school-wide events like book fairs, health fairs etc. in order to promote a family environment with staff and parents.

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

풀책 Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams) gang awareness workshop and computer workshop to help parents stay informed.

풀책 Partnership with Phipps Community Development Corporation provides parents with free computer classes, free GED classes and financial literacy training.

4. Mott Hall V will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: Not Applicable.

5. Mott Hall V will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority

background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. Mott Hall V will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph.

the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment of other materials that may be necessary to ensure success.)

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

풀책 Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams) gang awareness workshop and computer workshop to help parents stay informed

풀책 Partnership with Phipps Community Development Corporation provides parents with free computer classes, free GED classes and financial literacy training.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

풀책 Parent coordinator will serve as a liaison between parents, school and the district. Responsibilities will include workshops, monthly newsletter, school-wide events i.e. book fairs and health fairs.

풀책 Parent coordinator to collaborate with teachers to help promote any school events to parents. This will promote a family environment within the school community.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other request, ad, to the extent practicable, in a language the parents can understand:

풀책 Monthly packets are distributed to students and emailed to parents. Packet includes: monthly parent newsletter, school calendar, dates-to-remember, any/all information sent from the district office and more.

풀책 Information is given out in English and Spanish but translations for other materials are requested from the Translation and Interpretation Department provided by the Department of Education.

III. Discretionary School Parental Involvement Policy Components

The School Parent Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in the children's education, arranging school meetings as a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parent involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. The school will distribute this policy to all parents of participating Title I, Part children on or before 1/02/09.

Part B: School Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary 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 below as a framework for the information to be included in their school-parent compact. (Note:

School-Parent Compact:

Mott Hall V School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

Required School-Parent Compact Provisions

School Responsibilities

Mott Hall V School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating

children to meet the State's student academic achievement standards as follow: See Goals on pages 10 and 11.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2010 and February 2011, 2009.

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

풀책 Progress reports will be distributed at the middle of every quarter. Progress reports will be delivered by mail to parents to ensure that parents receive them.

풀책 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

풀책 Parent coordinator is situated in the Parent Resource Center in room 122 to help parents with any immediate questions and/or concerns.

풀책 Main office staff is composed of a bilingual staff readily available to assist with parents questions and/or concerns.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

풀책 Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.

풀책 Parents can arrange classroom visits with their child's subject teacher., School has purchased a new online student information system, for which parents can look on 24 hours a day to see their child's progress, in each class

풀책 Parent coordinator is available to accept requests from parents regarding volunteer opportunities.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

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

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance and ensuring that students are in school on time every day.
- Understanding that school uniforms are required to be worn by students daily.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School support Team or other school advisory or pol

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.
 - We will analyze the data obtained from standardized exams from our first Cohort to determine areas of need as well as teacher input. Incoming students will be administered a diagnostic assessment at the beginning of the school year as will our first Cohort.
 - Along with data assessments, our school will perform a series of Learning Walks conducted by Tier III / Professional Development Team members, which includes teachers, administrators and staff developers, as well as representatives of the School Leadership Team
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- Communicate with Human Resources to ensure that pedagogue is teaching within his/her licensed area
- Review lessons regularly
- Meet with teachers on a regular basis
- Learning Walks
- Informal and formal Observations

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.

- To conduct a needs assessment at the beginning of the school year
- To provide informative workshops to help teachers understand the relevant data and how to effectively utilize it within their classroom
- To support enrollment and participation in outside professional development opportunities (i.e. National conferences, local workshops, college courses, etc.)
- To allow teachers the opportunity to "turn-key" information obtained during outside workshops
- To visit other schools that demonstrate best practices
- To establish a book study group

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

- To make evident to any visitor that MHV is a well structured and disciplined learning environment that supports growth and has high expectations from both teachers and students
- To use my intermediary in the recruitment of highly qualified teachers since their reputation is one of excellence
- To have exemplary work posted throughout the building so that teachers applying for a position at MHV will notice the caliber of work expected from both students and teachers

6. Strategies to increase parental involvement through means such as family literacy services.
 - To administer a needs assessment
 - To provide workshops for both the SLT and PA based on the results of the needs assessment by in-house school personnel
 - To allocate 1% of Title I funds to purchased appropriate lecturers
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Teachers and administrative staff will review various assessment/diagnostic products collaboratively to determine which assessment/diagnostic to implement
 - Upon receiving the data, teachers and administrative staff will review the data to determine the appropriate interventions required to support student learning, differentiate instruction and provide additional services when needed
 - Teachers and administrative staff
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.
 - Diagnostic assessments given at the beginning of the school year will provide relevant data to target students below proficiency levels as will data from State assessments and teacher input (grades; portfolios)
 - ESL teacher will provide training and support to teachers working with students experiencing difficulty
 - Teachers, including Staff Developers, will be required to "push-into" classes to reduce the teacher to student ratio
 - A peer-tutoring program with high school students will provide additional support
 - The advisory program will be revised and utilized as a means of providing support to students in need.
 - After-school and/or Saturday workshops will be provided
 - Continual monitoring of student work and data will be reviewed bi-weekly throughout the year

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <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						
Title I, Part A (ARRA)	Federal						
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						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Mott Hall V is not a Targeted Assistance School

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: In Good Standing **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Mott Hall V					
District:	12	DBN:	12X242	School		321200010242

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.4	92.7	92.8
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		98.3	95.2	98.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	82	103	102	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	80	85	101		98.7	87.3	89.0
Grade 8	89	93	89				
Grade 9	0	0	92	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		1	6	12
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	251	281	384	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	11	19	Principal Suspensions	9	3	37
# in Collaborative Team Teaching (CTT) Classes	27	33	47	Superintendent Suspensions	8	11	7
Number all others	14	17	22				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	17	22	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	3	4
# receiving ESL services only	25	24	TBD				
# ELLs with IEPs	1	13	TBD	Number of Educational Paraprofessionals	0	0	2

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	6	% fully licensed & permanently assigned to this school	100.0	100.0	91.7
				% more than 2 years teaching in this school	23.5	40.9	58.3
				% more than 5 years teaching anywhere	29.4	31.8	41.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	47.0	36.0	66.7
American Indian or Alaska Native	0.0	0.7	0.3	% core classes taught by "highly qualified" teachers	87.5	84.4	91.0
Black or African American	34.3	27.8	28.4				
Hispanic or Latino	61.4	67.3	67.2				
Asian or Native Hawaiian/Other Pacific	3.6	3.2	3.1				
White	0.8	1.1	1.0				
Male	51.8	49.1	44.5				
Female	48.2	50.9	55.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	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 Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	79.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

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

**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 Cluster 6	District 12	School Number 242	School Name Mott Hall V
Principal Peter Oroszlany		Assistant Principal LeMarie Laureano	
Coach		Coach	
Teacher/Subject Area		Guidance Counselor Ms Starks	
Teacher/Subject Area Anita T Rodriguez ESL Teacher		Parent type here	
Teacher/Subject Area		Parent Coordinator Ms Rosa	
Related Service Provider		Other type here	
Network Leader Richard Cintron		Other type here	

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

C. School Demographics

Total Number of Students in School	387	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	10.34%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

EII IDENTIFICATION PROCESS

#1 - Our initial identification process includes the Home Language Surveys for students who are new to the New York City School System while for returning ELL's we use the results of the NYSESLAT to determine their continued eligibility. We identify new students at the time of registration when the Home Language Survey completed by parents indicates a home language other than English. Once the new English Language Learners are identified, the ESL coordinator conducts an informal interview of the parent. The same coordinator administers the LAB-R on the identified student and then handscores it to ensure placement within 10 days of their enrollment.

#2- Upon determination of ELL eligibility the school ensures that parents understand all three choices available to their child by inviting them to a parent orientation facilitated by the ESL Coordinator, Parent Coordinator and a translator if needed. During the orientation parents are shown a DVD that describes the three programs that the NYCDOE offers and complete the program selection form. (Transitional Bilingual Education, Dual Language and Freestanding English As A Second Language)

3- The school utilizes a variety of methods to ensure that parents receive Entitlement Letters, parent surveys and program forms. We send the letters, surveys and program forms through use of local mail, use of our PTO meetings, the school's parent liaison, and hand carried home by students. The letters, surveys and program forms have clear directions to solicit a response from the parent. All letters and information are given in the identified native language to ensure complete understanding of program. A copy of all letters issued are maintained in the student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms. Various activities such as parent meetings, parent workshops, phone contacts and informational mailings have been planned for this school year to ensure that all documentation activities have been completed and to expand Parent's knowledge of prescribed ELL program. If the parent selection form is not returned the default program for ELLs is transitional bilingual education.

#4- The criteria used to establish student's eligibility for the ELL program is as follows: identification of a language other than English on the home language survey, the LAB-R is administered if it has never been used before to determine his eligibility, administration of the NYSESLAT on a yearly basis until student becomes proficient in all four modalities. The scores on the administered assessments will determine the child's eligibility for program participation. We incorporate our Parent Coordinator to accomplish the needed outreach to our parents to assist in assessing the student's ESL eligibility. The eligibility of ESL program participation for new students and returning students is finalized through distribution of entitlement and continuation letters. Based on the program selection form and the LAB-R results, students are placed in the appropriate level of proficiency and program within 10 days of enrollment.

#5- After reviewing the parent surveys and program forms, the current trend of program selection made by parents at Mott Hall V has been English as a Second Language. The parents of the 40 ESL eligible students selected the program on their surveys.

#6-The program model offered at our school is aligned with our parent's requests. The school is prepared through continued monitoring of program selections made by parents to adapt to the needs that are identified. A parent who selects a bilingual program not available at our school will be provided a list of schools in the district that offer said programs. If the parent chooses to keep their student at Mott Hall V will be informed of a list that the school maintains of all parents who request TBE programs. When the TBE list identifies 15 students of the same native language in two consecutive grades in the middle school or twenty students in any single grade in high school, we will create a bilingual class to accommodate the identified need.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							17	11	3	9				40
Push-In													0	0
Total	0	0	0	0	0	0	17	11	3	9	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE	4	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian					0									0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									0					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	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:
Native American:	White (Non-Hispanic/Latino):
	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							14	10	3	8				35
Chinese														0
Russian														0
Bengali							2							2
Urdu										1				1
Arabic														0
Haitian														0
French							1	1						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	17	11	3	9	0	0	0	40

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.

PROGRAMMING AND SCHEDULING

At Mott Hall V instruction is delivered by two certified ESL teachers who support the school's academic literacy performance. In an effort to support our English Language Learners, we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous freestanding ESL program is both a push-in and pull out instructional model. A large percentage of our instructional plan calls for collaborative planning and curriculum-aligned support. We use ESL strategies both in the pull out and push in model. All ELLs at the school receive the appropriate units of study in ESL for their level of English proficiency, as per CR Part 154. Beginning ELLs at the High School level receive 3 units of study in ESL (540 mins) while the Intermediate ELLs receive 360 mins, and Advanced ELLs receive 180 mins. Beginning and Intermediate ELLs at the Middle School level receive 3 units of study (360) while the Advanced receive more than one unit of study (180 mins). This year we have implemented pull out for 3 periods of reading instruction and 3 periods of writing instruction for Middle and High School students. We also implement push in social studies instruction for our beginners

and intermediate students to ensure meeting state requirements. For our 6th through 9th grade students, we are incorporating the social studies themes into our writing tutorials to strengthen the ESL support provided in the content area.

The pull out and push in component of our ESL plan requires at times co-teaching and individual direct instruction. This individualized and small group instruction includes a variety of hands on strategies to include flexible grouping, cooperative learning and scaffolding techniques in reading and writing. The pull out program more finely targets the strengths and needs of our beginning intermediate and advanced students . It addresses the four modalities based on basic interpersonal conversational skills as well as a strong emphasis on cognitive academic language proficiency. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through the use of accountable talk, active listening in addition to shared reading and writing structures during our pull out time. These approaches include process writing, balanced literacy, vocabulary development, cooperative learning, grammar language structures, contextualization and use of technology. More specifically stated it includes a wide scale use of vocabulary development builders, close exercises, multiple choice comprehension checks, reading reinforcement activities, discussion starters, role play, listening skills exercises, key grammatical structures, quizzes and tests appropriate to students' grades and level of proficiency. These strategies cross all curriculum areas and provide ongoing assessments based on the English as a Second Language standards in literacy and social studies.

The two certified ESL teachers pursue to implement Differentiated instruction through a well balanced literacy.. The Bloom's Taxonomy elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. In addition, all ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are far more advanced. In addition, during our Social Study classes students are part of an extensive lab and experimental approach to learning. With this inquiry based learning approach ELLs are able to discover language through experiments and process writing approaches. We will continue to instruct, review and evaluate this process throughout the school year. ELLs are also able to utilize My Access writing technology programs that provide further development opportunities.

As we look to ensure differentiated instruction for the various subgroups special attention is provided for all SIFE students. They are included in Balanced Literacy Reading and Writing Tutorials and in Book Clubs where we use instruction that includes scaffolded vocabulary development and comprehension. In addition, we push in to provide additional support in the content area.

Newcomers are identified and collaborative plans are developed with their teachers to ensure an understanding of their language limitations and to incorporate the needed modifications to assist them in language acquisitions and success in the classroom. Native language is consistently provided during the instructional day.

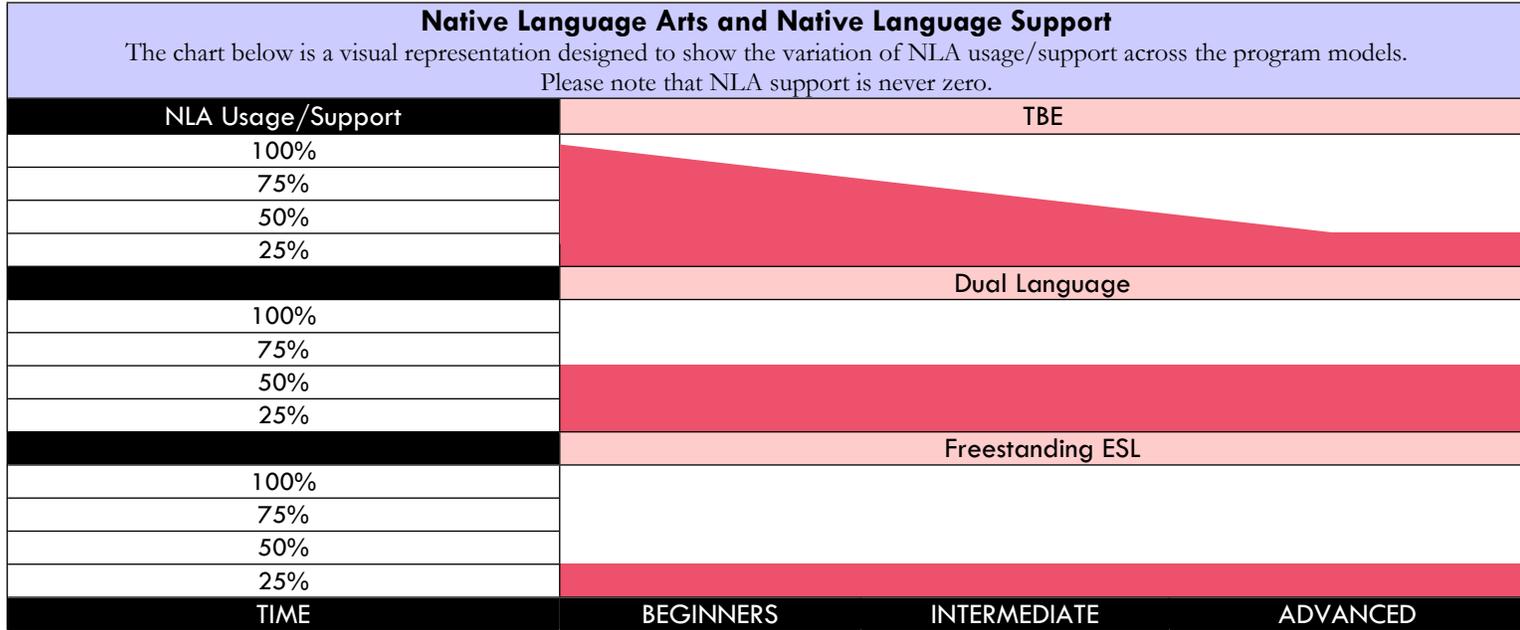
Long term ELLs are provided with intensive writing and reading instruction. Scaffolded reading and writing instruction includes the NYSESLAT and other instructional materials that will support their exit from the program. ELLs that receive Special Education are also supported through the use of My Access technology to support the student's understanding of the writing process, increase the application of visual supports, increase their comprehensible input and meaning experiences through scaffolded reading strategies, and increase application of kinesthetic strategies that support vocabulary development, syllabication, phonics and spelling. The Special Education ELL student's IEP is reviewed to ensure that all of the instructional strategies and supports specified for each student is incorporated or implemented during instruction. Native language support is provided in the content areas through the push-in model.

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



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?

#5- Our Freestanding English as a Second Language (ESL) program provides instruction in English, emphasizing English-language acquisition through Literacy and Social Studies. Participating students come from primarily Spanish speaking families with a few from three other languages, Bangledash, Urdu and French. English is the only common language among all students. The two ESL teachers collaborate with colleagues as we begin to look more closely at our developing intervention program. Our intervention plans will be based on Donald R. Bear's, Words Their Way and Patricia Cunningham's Word Works. The goals in the delivery of interventions is to raise their reading levels.

#6- The transitional support for ELLs reaching proficiency on the NYSESLAT includes continued ESL support through strategic pull out and push in instruction. The emphasis on a balanced literacy approach to teaching includes a spotlight on comprehension as key, while phonics, vocabulary and spelling instruction is embedded in our work. Our book club and writing tutorial structure is new this year and provides us with additional time with our ELL population. Ongoing diagnostic assessment and data analysis allows us to target our instruction to meet the needs of our students. All necessary accommodations and modifications will be implemented to ensure appropriate assessment of student.

#7- New programs or improvements for the upcoming school year will focus on increasing parental involvement and the implementation of a program that will include the ELL student and their parent. The objective of the program would be to increase both parent and student's ability to use the English language as they communicate to one another.

#8- There are no programs services for ELLs that will be discontinued.

#9- The afterschool program is accessible to all ELL students. They have the opportunity of participating in various student clubs, in Homework Support groups and some athletic related areas.

#10- We have developed an ESL plan (2years -) based on student's data from state examinations, teacher initiated reading and writing assessments along with our ESL computer software (My Access). Our English Language Learners have shown improvements in various areas but many beginners/intermediate ELL students continue to need growth in the areas of listening and speaking. Specific data based on individualized scores has been compiled and attached. ELL students were chosen to participate in a technology pilot program from the New York City Department of Education to create and complete writing projects in different content areas.

#11- For Native language students we provide equal access to all school activities, communications are provided in Native language. We provide English glossaries for English writing instruction and cooperative instruction to increase the student's skills. The writing process that we utilize here at Mott Hall V allows students to brainstorm their ideas prior to writing first drafts, revision and editing final products.. We provide scaffolds as students begin to read on their own which includes predictions, vocabulary, questions and comprehension skills. These assessments identify skills mastered as well as needed reading and writing skills. ESL teachers use teaching time to follow up on the specific reading and writing skills at various times in the daily schedule.

#12- All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ESL instructor conducted throughout the school day. Use of the ESL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students.

#13- Student orientation workshops are provided to assist newly enrolled ELL students before the beginning of the school year.

14- Overall, ELLs are provided with push in and pull out ESL instruction through small group work in the content areas, Social Studies/Literacy. We are also in the process of incorporating narrative non fiction books that align with the Social Studies Curriculum for 6th, 7th, 8th and 9th grades during book club times. (beginners, intermediate , advanced) We use ESL strategies both in the pull out and push in model. This year we have included 3 periods of pull out reading instruction and 3 periods of pull out writing instruction along with push in instruction of social studies/science for our beginners and intermediate students. As a team we are beginning to research and incorporate 6-8 social studies content into the ELA time allocated for book clubs to strengthen the ESL support provided in the content area.

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)?

D. Professional Development and Support for School Staff

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

Professional Development Strategies:

Weekly Department and Grade Meetings, During Which Staff Will:

- Collaborate and plan instruction
- Develop projects and tiered assignments
- Collaborate and develop standard based assessments
- Attend ongoing workshops for ELL providers

Turn key workshop information acquired in outside Professional Development during PD time allocated for the staff 7.5

- Read and discuss professional articles to enhance instructional strategies
- Discuss, identify and implement uniform ways of instructing and assessing students
- Develop technology based lessons based on My Access
- Discuss the implementation of interdisciplinary vocabulary development and to develop team unit planning

Seek outside professional development as a means of fostering personal growth as it becomes available
Professional development is provided to enhance and augment the delivery of instruction for ESL students

The required 7.5 hours of ELL training is provided to all staff through monthly school based meetings and documentation will include certificate of completion.

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?

Mott Hall V strives to raise parent involvement in all school related operations and to expand their knowledge as it relates to the services available within the community for parents and students. There are numerous planned workshops, parent/teacher conferences and informational meetings for parents planned and scheduled throughout the school year. The overall goals of all parent activities is to increase their knowledge base about their children's academic development and the resources available to support them. The series of workshops have been established through an annual needs assessment and noted parental concerns. All workshops and activities are centered around their needs and the goal of increasing their participation. A needs assessment survey is distributed to parents at the beginning and end of the school year to establish needs through their input.

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)							3			1				4
Intermediate(I)							4	2	1	5				12
Advanced (A)							10	9	2	3				24
Total	0	0	0	0	0	0	17	11	3	9	0	0	0	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							2	0	0	0			

SPEAKING	I							1	0	0	0			
	A							9	8	1	5			
	P							5	3	2	4			
READING/ WRITING	B							3	0	0	1			
	I							4	2	1	5			
	A							10	9	2	2			
	P							1	10	2	3			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	5	1	0	17
7	9	2	0	0	11
8	2	1	0	0	3
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		9		3		0		17
7	2		8		1		0		11
8	1		2		0		0		3
NYSAA Bilingual Spe Ed	0		0		0		0		0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

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.

We used Fountas and Pinnell running records and Writing Rubrics to determine the reading levels and writing abilities of ELL students. The data has guided us in providing instruction targeted to the specific needs of our students. The information helped to inform our school as to the reading and writing trends common among our Ell students. As a result, we have formed book clubs and writing tutorials to assist our students with focus on reading comprehension, word study for phonics, vocabulary development, spelling through direct instruction, and process writing. The data has shown that 78% of ELLs have shown progress on their ELA assessment. The data has also revealed that many of our beginners/intermediates are in need of listening/speaking development as well as reading/writing while many of our advanced students are in need of specific reading and writing instruction. As a result, we are best able to prepare student through listening, speaking, reading and writing activities in the classroom.

The NYSESLAT assessments are used as diagnostic tools to provide a guideline for instructional planning and preparation in the four modalities. We are beginning to meet with colleagues to discuss current trends and research that might be utilized in literacy and content area classrooms. The collaboration amongst teachers and administration has afforded us the opportunity to share research and methodology that best supports our ELLs in their academic and language development. This colloration among staff along with constant dialogue with students has helped to inform us on establishing the most appropriate assessments that can identify Ell needs and growth. The bilingual glossaries are shared with the content area teachers and parents to provide additional support if needed. The success of the ESL program for ELLs is evaluated by the progress made. As stated earlier, our data indicated that ELLs have made a significant 78% gain in the English Language Arts .

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		
	Other		

	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 12X242

All Title I SWP 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:	\$300,349	\$156,991	\$457,340
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,003	\$1,570	\$4,573
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,017	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$30,035	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
91.04%

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <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	✓			\$252,294	✓	
Title I, Part A (ARRA)	Federal	✓			\$155,421	✓	
Title II, Part A	Federal			✓			

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$16,757	✓	
Tax Levy	Local	✓			\$2,335,384	✓	