



MOTT HALL SCIENCE & TECHNOLOGY ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (9X454)
ADDRESS: 250 EAST 164 STREET, BRONX, 10456
TELEPHONE: 718 293 4017
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 9X454 **SCHOOL NAME:** Science and Technology Academy, A Mott Hall School.

SCHOOL ADDRESS: 250 EAST 164 STREET, BRONX, NY10456

SCHOOL TELEPHONE: 718 293 4017 **FAX:** 718 293 7396

SCHOOL CONTACT PERSON: MS. DENISE CLARKE **EMAIL ADDRESS:** Dclarke112@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms Denise Clarke

PRINCIPAL: Dr. Patrick B. Awosogba

UFT CHAPTER LEADER: Ms Marcia Thomas

PARENTS' ASSOCIATION PRESIDENT: Mr Thomas Lindsay

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** 94N402/94N541

NETWORK LEADER: Mr. John Sullivan

SUPERINTENDENT: Mrs. Delores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/NR/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
Dr. Patrick Awosogba	*Principal or Designee	
Ms Marcia Thomas	*UFT Chapter Chairperson or Designee	
Mr Thomas Lindsay	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Zoraida Rivera	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms Denise Clarke	Member/UFT	
Ms Genevieve Balderston	Member/ UFT	
Ms Norma Villafane	Member/Parent	
	Member/DC 37	
Ms Golda Romelien	Member/Parent	
Ms Juana Arnauld	Member/Parent	
Ms Marlha Yamile Bonilla	Member/Parent	

(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.

The road to any successful school goes through strong and dedicated leadership, a nurturing and personalized school environment, respect among members of the learning community, and a clear mission and vision. At the Science and Technology Academy, this road leads to students meeting the highest academic expectations and standards, making smooth transitions to selective high schools and competing successfully for admission to top public and private colleges. Our school culture is characterized by a shared vision for academic excellence and the healthy personal growth of all students; grounded in the strong belief that all students can and will succeed in their endeavors.

At the Science and Technology Academy, our school community can clearly articulate and relate to the driving forces for our work, the mission and vision of the school and what the school values. This commonly held belief by the school community makes possible a strong instructional program. We invest in a community outreach program that connects home and school and learning and life experiences. These connections enable students to build the foundation to confront challenges, grow socially and emotionally and excel academically in an environment that is nurturing, supportive and demanding.

We adhere to the idea of "high expectations" whether it is manifested in teacher planning, units of study, classroom instruction and periodic assessments; a student who perseveres; a resourceful staff, demanding but fair leader or parents who demand their children achieve at high levels.

Since we are a small school, we will be able to provide a personalized learning environment that supports all students by providing one-on-one classroom instruction and a strong advisory program. Every child will be known well by at least one adult in the school. This relationship will enable teachers to keep students on track towards academic and social development goals. In addition, we take advantage of our small school setting to embed small group work providing numerous opportunities for all students including students with Individualized Educational Plans and English Language Learners to teach one another and to share knowledge through daily instruction and enrichment opportunities. Depending on our ELL population, we will consider a two way bilingual program to support our ELL students' English Language acquisition so they are better prepared to meet the challenges of the Regents in Algebra and Earth Science.

The culture of Science and Technology is grounded in the belief that every student can achieve educational and life success, if the highest expectations are held for students, and if the school staff, parents, faculty, and all members of the school community embody the same, shared values

and expectations. Science and Technology Academy will strive to become a community of enthusiastic life-long learners who are motivated by the pursuit of academic excellence allied with social responsibility. Our intermediary, Replications, Inc. embodies core values and expectations in the school's Essential Features. These essential features are actions all schools in the network must engage in to be successful and to sustain their success. Exemplary citizenship is a critical component of the Science and Technology Academy school culture and is reflected in the integration of our Seven Character Themes: Respect; Responsibility; Honesty; Integrity; Compassion; Generosity; and Fairness.

These seven Character themes pervade all aspects of our school environment and school life. The themes inform our instructional, professional development and operational and management decisions.

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:	SCIENCE AND TECHNOLOGY ACADEMY, A MOTT HALL SCHOOL			
District:	9	DBN #:	X454	School BEDS Code:

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 type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K							91.25%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6			134	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7							60%		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11							2		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total							2		
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			25						
No. in Collaborative Team Teaching (CTT) Classes			5	Principal Suspensions			1		
Number all others			8	Superintendent Suspensions			1		
<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	CTE Program Participants				
# in Trans. Bilingual Classes			40	Early College HS Participants				
# in Dual Lang. Programs			0					
# receiving ESL services only			10	Number of Staff: Includes all full-time staff				
# ELLs with IEPs			16	(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				14
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				1
			4					
				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				14
American Indian or Alaska Native			0.75	Percent more than two years teaching in this school				42
Black or African American			28	Percent more than five years teaching anywhere				21
Hispanic or Latino			69					
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male			46					
Female			54					

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" 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 checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" 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							

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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?
-

Our recent quality review has helped us to have a better understanding of our students' performance trends. This is important to us because as a new school, we do not have the progress report from which we can gauge our students' performance trends. Our quality review clearly indicates that our students understand learning outcomes prior to instruction and they assess their own learning against these outcomes. Classroom instruction demonstrates connection to students' lives and high-quality experiences of rigorous dialogue and critical-thinking skills. We get credit for assessing students' incoming and progressing levels of content knowledge as distinct from English language capability by using assessments in native language whenever possible. All students are known well by multiple adults. Our staff members frequently discuss and act together to improve learning and personal development of each student.

Our students can articulate goals set for the year and understand their roles in meeting the goals. The advisory program allows for students to have a structured forum to get support and provides one adult who can advocate for each child. Based on our periodic assessments throughout the year, our students have made tremendous progress in English Language Arts and Mathematics. In September of 2009, twenty six percent of our students were on level 1 in Mathematics; by May of 2010, sixteen percent of our students were on level 1. We have reduced the percentage of students on level 1 in English Language Arts from seventeen percent in September, 2009 to seven percent in May 2010. We have increased the percentage of students on levels 3 and 4 in ELA from 34% to 67% based on our interim assessment results.

Our needs assessment is a school wide initiative regarding schoolwide consistency about learning outcomes for all students, time in the classroom, grouping of students and academic rigor and relevance of instruction. Specifically, we are engaging in on-going conversation about how to sustain our routines, instructional practices and learning environment to meet grade level expectations in all subjects for all students. We will continue our dialogue regarding quality of instructional time and how to maximize it through consistent and efficient structures for class openings, homework collection, within class transitions and formative assessment. Because we have a large population of students to whom English is a second language and other struggling readers, we will discuss creating explicit teaching of language (e.g. grammar, syntax) and literacy components (e.g. vocabulary, phonics, phonemes) to all students' support.

Looking at data in “CAP” and “ATS”, we have determined that Spanish is the home language in 68% of our students’ household. As a result, we provide community outreach in both English and Spanish. 51% of our staff members speak Spanish fluently and we provide translation during parent meetings, when making phone calls as well as in sending mails to parents. Our non Spanish speaking teachers are supported by our community assistant, school secretary and school social worker.

We have had a few challenges during the year. Because we have a large ELL population (29%) and a large IEP population (30%), we have struggled regarding meaningful differentiation of instruction. We made instructional decisions throughout the year using interim and formative assessments, including student grouping and differentiation and targeting for interventions. However, a barrier to a continuous improvement for our English Language Learners and students with Individualized Educational Plan is that we have not individualized differentiation of instruction effectively for them. Despite our challenges, we have had several success stories in addition to the improvement in our English Language Arts and Mathematics scores. Routines, instructional practices and our learning environment are consistent across classrooms and matched to meet grade level expectations in all content areas. In addition, our students own their assessments and learning data; they clearly understand its purpose, are involved in developing personal plans for improvement.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: To develop a school-wide culture of using multiple sources and forms of data to differentiate instruction.

Description: To develop a school-wide culture of learning using multiple sources and forms of data to differentiate instruction. In addition, we will continue to use data to set measurable goals for our students including our subgroups; students with individualized education plans and English Language Learners,

Goal 2: Improve students' proficiency levels in ELA and Math by 5%

Description: To increase students' proficiency level in English Language Arts and Mathematics by analyzing data and re-teaching items from teacher made tests, student case studies, periodic assessments and NYS ELA and Math tests

Goal 3: To implement and improve professional development school-wide practices to improve individual teacher growth and student achievement.

Description: While we offer professional development in an organized and on-going bases, our teachers , especially newer teachers would benefit from a more individualized approach to professional development, in addition to the whole staff professional development that is currently happening

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): SEE THE ATTACHED ACTION PLAN DOCUMENT.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>	
<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>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	70	65	73	56			20	
7	65	60	58	73			28	
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All these services are provided in small groups and individualized based on students' 5 th grade NYS ELA & Math Scores and our diagnostic ELA & Math scores. Achieve 3000: Reading Remediation Program Read 180 AVID: Study skills designed to help student 2 years behind grade level Push-in/Pullout Services by ELL and SPED teachers After school tutorial Extended class time: 100 minutes block in Humanity Literacy
Mathematics:	Team teaching Apangea; Web based math intervention program AVID: Study skills designed to help student 2 years behind grade level Push-in/Pullout Services After school tutorial Extended class time: 100 minutes blocks in Mathematics
Science:	AVID: Study skills designed to help student 2 years behind grade level Push-in/Pullout Services Independent Science Exposition projects
Social Studies:	AVID: Study skills designed to help student 2 years behind grade level Push-in/Pullout Services Club activities designed to support social studies content, skill and themes Individual student Case Study
At-risk Services Provided by the Guidance Counselor:	NA
At-risk Services Provided by the School Psychologist:	NA

At-risk Services Provided by the Social Worker:	Small group and one on one Counseling configurations during session time Case Study to identify each student's growth areas and to support as needed Monitoring attendance and doing community outreach.
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 **xx** 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 & 7** **Number of Students to be Served:** 72 **LEP** **Non-L**
Number of Teachers 4 **Other Staff (Specify)** Content Area teachers of ELLs

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.

Type of Program/Rationale: Our program is an after school program focused on additionally supporting the language acquisition of our ELL students. We have identified students based on their performance on the NYSELAT and the NYS ELA tests last year. In addition, our students' periodic assessment scores are factored in our after school student placement. ELL students who are advanced on the NYSELAT use Kaplan resource materials to engage in acquiring language skills needed to improve their achievement on the NYS ELA test. Our ELL beginners and intermediate students as identified on the NYSELAT engage in the Read 180 models to support their English Language acquisition skills. We also provide additional instruction in mathematics remediation to support our ELL students who struggle in math.

Number of Students Served: The program is available to all our seventy two ELL students in the 6th and 7th grades. Currently thirty four (34) students are in the program.

Language of Instruction: We have an ELL certified teacher who provides Native Language Arts/ELA instruction using Spanish as well as English Language to support students' understanding. Our after school math teacher is an experienced math teacher who has an ELL extension. We use "Impact Math" textbook written in both English and Spanish in our after school math program. Our beginner ELL students, several of whom are math inclined benefit from having "Impact Math" textbook written in Spanish.

Duration of After School program: Our after school ELL students meet on Tuesdays and Thursdays from 3:15pm – 4:55pm. Students receive fifty (50) minutes of NLA/ELA instruction and fifty (50) minutes of math remediation. Our after-school program started in October 2009 and it will run until June 24, 2011.

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

We provide professional development workshops to both ESL/bilingual teachers and content teachers who currently work with ELLs. The ESL and NLA/bilingual instructors both attended the Language Allocation Policy (LAP) Development workshop (7 hours). Additional workshops involving technology for English learners are planned.

ESL, bilingual, and content teachers receive professional development (PD) for instructing ELLs throughout the year via monthly LAP team meetings. This PD started in September 2010 and it is on-going throughout the school year. Professional development will include materials and resources provided in the LAP toolkit, and will be supplemented by at least one guest speaker during the year.

We provide additional PD through meaningful discussion of instructional challenges involved in teaching ELL students during our grade team meetings. This is particularly important to us because of our large ELL population which is currently 29.8%

Section III. Title III Budget

School: 9X454 BEDS Code: 320900010454

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,556.80	(192 hours of per session of NLA/ELA and Math support for ELL Students: 192 hours x \$43.00 (current teacher per session rate with fringe) = \$8256:00) (46 Hours of supervisor per session)= \$4380 (\$\$8256+\$4380=\$12556.80)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental - Additional curricula, instructional materials. Must be clearly listed.	\$2,443.20	(Leveled Reading Books)
Educational Software (Object Code 199)		
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.

Looking at data in "CAP" and "ATS", we have determined that Spanish is the home language in 68% of our students' household. As a result, we provide community outreach in both English and Spanish. 51% of our staff speaks Spanish fluently and we provide translation during parent meetings, when making phone calls as well as in sending mails to parents. Our non Spanish speaking teachers are supported by our community assistant, school secretary and school social worker.

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

We have sent out a home language survey which confirmed our CAP report. We have contacted our Spanish speaking parents and informed them that a Spanish-speaking, Social Worker, Secretary and Community Assistant are available to them if they need to contact the school either by phone or mail, they could do so in Spanish. This information is also provided to our parents in our monthly parent newsletter in English and Spanish

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.

We will continue to develop a needs assessment during Student Orientation, Parent Orientation and Parent-Teacher Conferences to gauge translation services needed by parents. The school's Community Assistant, ELL teacher, social worker, and secretary are all fluent in both English and Spanish and will translate all documents that are sent home to parents. We will purchase a "School Messenger", a system that has the capacity to relay school messages in several

languages including Spanish, the dominant language of our community

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.

When requested or on an as needed basis by a parent/guardian or teacher, the school secretary & other school support staff will be available to offer oral interpretation services. During all announcements and speeches the initial speaker is followed by a translator so that more members of the audience have access to the language.

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>.

During our Student Orientation in August, 2009, we logged the dominant language of parents in attendance for our incoming founding class. In the Spring of 2010, during our Student Orientation and open houses, we will log the language needs of the parents of our 6th and 7th grade students.

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:	\$218778	\$90389	\$309167
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2188		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10939	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21878	*	

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part A: School Parental Involvement Policy

1. General Expectations

Mott Hall Science and Technology Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(b) of the ESSEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, 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.
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular two-way, meaningful communication involving student academic

learning and other school activities, including ensuring---

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school'
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Informational and Resource Center in the State.

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

Mott Hall Science and Technology Academy will take the following actions to involve parents in the joint development of its school Parental Involvement Plan under section 1112 of the ESEA:

1. All parents will be given the opportunity to be involved in the School Parental involvement Plan by communicating the school's intent through letters and telephone contacts.
2. All parents will be encouraged to participate in parent-teacher association meetings through monthly meetings.
3. Parents will be invited to periodic parental workshops in the school and the Region.

Mott Hall Science and Technology Academy will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

1. As part of the School Leadership meetings, the parent constituents will communicate any school review or improvements discussed at the meetings with all the parents through telephone and mail contacts.

Mott Hall Science and Technology Academy 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:

- Parents will be contacted after each of four marking periods, should the student fail a major subject.
- Students will be able to receive academic support through extended time and after school tutoring.
- Parents will receive updated promotional requirements for graduation and grade promotion.

Mott Hall Science and Technology Academy will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies under the following programs:

- Student Club Activities
- Pencil Partnership
- Hunter College Partnership Program
- P.T.A. Meetings

Mott Hall Science and Technology Academy 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 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.

- The evaluation will be conducted through feedback received from parental surveys. These surveys will be given to all parents at parent-teacher conferences, P.T.A. meetings, and parent workshops.
- The P.T.A will conduct and write the survey.
- Parents will be allowed to attend a series of meetings led by the P.T. A. which will describe the results and follow-up of the parent surveys.

Mott Hall Science and Technology Academy will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents, and the community to improve students' academic achievement.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- The state's academic content standards
- The state's student academic achievement standards
- The State and local academic assessments including alternative assessments, how to monitor their child's progress, and how to work with educators

The aforementioned will be provided through parent workshops at the District and school, and through the use of flyers.

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:

- Attendance Improvement classes for parents of truant students
- Computer literacy classes for parents
- Resources for the parents in their community for literacy and GED classes.

The school will, with the assistance of its parents , educate its teachers, pupil services, 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:

- Telephone contacts
- Written notifications
- Parent-teacher conferences
- Attendance at P.T.A. meetings

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with parent recourse centers, that encourage and support parents in more fully participating in the education of their children by :

- Frequent contact by the parent coordinator via telephone contacts and letters send home.

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other requests, and, to the extend practicable, in a language the parents can understand:

- All telephone and mail contacts will be provided in Spanish and English
- A translator will be provided at all parental meetings including the parent-teacher conferences and PTA meetings.

111. Discretionary School Parental Involvement Policy Components:

The School Parental Involvement Policy will include the following discretionary activities in order to support the students' academic achievement listed under section 1118(e) of the ESEA:

- Providing necessary literacy training for parents from Title 1, 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 their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teacher or other educators , who work directly with participating children, with parents who are unable to attend those conference at school;
- Adopting and implementing model approaches to improve parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

1V. Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs. This policy was adopted by Mott Hall Science and Technology Academy on June 9, 2010 and will be in effect for the period of one year. This school will distribute this policy to all parents of participating Title 1, Part A children on or before August 23, 2010.

School-Parent Compact – Attach a copy of the School-Parent Compact. *Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the DOE

website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Part B: School –Parent Compact Provisions

Mott Hall Science and Technology Academy, and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESSEA) (participating students), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved students 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 will be in effect during the school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities:

Mott Hall Science and Technology Academy 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 students academic achievement standards as follows:
 - a. Students will be provided with a safe environment that is free of obstacles that impede learning such as bullying or fighting.
 - b. Teachers will receive professional development through regular Wednesday meetings with the instructional support staff.
- 2.** Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held in November and March of that school year.
- 3.** Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - a. Four progress reports will be given to the parents detailing both academic and character grades that support learning. Additionally, parents will be provided access to Mott Hall’s on-line grade system.
- 4.** Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Parents will be make appointments with specific teachers in order to discuss the progress of their child.
- 5.** Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities when this is discussed with set teacher and principal ahead of time.
- 6.** Involve parents in the planning, review, and improvement of the school’s parental involvement, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schoolwide Program Plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs and to explain the Title 1, Part A requirement, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at convenient time to parents, and will offer 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 1, Part A programs, 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, and, to the extent practicable, in a language that parents understand.
10. Provide to parents of participating children information in a timely manner about Title 1, 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 parent, 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) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title

Parent Responsibilities:

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, when 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 wither received by my child or by mail and responding, appropriately
- Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, The District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

 - a. School-wide Periodic Assessment Initiative
 - b. Performance based Physical Education Program
 - c. School-wide Criterion referenced assessment initiative
 - d. Ongoing support and expansion of the literacy magazine that supports the ELA curriculum and standards and promotes literacy strategies.
 - e. Ongoing training for teachers in teaching literacy across the disciplines.
 - f. Community Classes in combined academic/arts and athletic forms so students are motivated to participate and the materials are relevant to their lives.
 - g. Creation of clubs such as chess club that promote enrichment.
 - h. Creation of a summer bridge program to accelerate achievement.
 - i. Ongoing college awareness and preparation program.
-
3. Instruction by highly qualified staff.

All staff at MHSTA has been deemed "Highly Qualified" and all incoming staff has also been deemed "Highly Qualified" Every staff is certified in their subject areas and/or working towards a graduate degree in their content.

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.

All staff at MHSTA participates in the inquiry based learning model of professional development. Additionally, Mott Hall Science and Technology Academy uses the Critical Friends, and peer Evaluation models for professional development.

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

An updated website, and ad in the New York Times, the Open Market Transfer System and a rigorous interview process have helped us attract highly- qualified teachers. We get a lot of support in hiring from our network, Replications Inc.

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

- Family Nights
- Lunch with Principal
- Active Recruitment by the Parent Coordinator
- Active campaign: flyers, mailings, school messenger communication system

6. 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.

NA

7. 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.

Integrated into our professional development is the opportunity for teachers to engage in decision-making around assessments and their use, and regular student-talk facilitated by our grade team leaders and social worker.

8. 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.

Periodic assessment data and attendance data used to identify at-risk students early. Push-in and pull-out services as well as team teaching services are provided immediately and throughout the year. After-school academic programs have rolling enrollment, so students with and identified need can be enrolled in a timely fashion.

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

training.

The School Leadership Team and other school-based personnel meet regularly to ensure coordination of services.

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	YES			\$218778	x	Pages 17, 19 & 20
Title I, Part A (ARRA)	Federal	YES			\$90389	x	Pages 17, 19 & 20
Title II, Part A	Federal	YES					
Title III, Part A	Federal	YES			\$17576	x	Pages 17, 22 - 25
Title IV	Federal	YES					
IDEA	Federal	YES			\$10247	x	Pages 17 & 21

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

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

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

Tax Levy	Local	YES					
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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: _____ **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.)

We have four students who are currently leaving in Temporary Housing.

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

Our Students in Temporary Housing receive support in our five day, 50 minutes advisory program. The support allows for personalized learning that enables students to develop strong relationships with their advisors in small group sessions. We also monitor the attendance of these students on a regular basis and we have our community assistant reach out to parents/guardians of students if there is any concern about their attendance. Our school social worker will provide referral services for Medicaid and other services as needed. Finally, we provide remediation and enrichment programs during after school to support the learning of our STH

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)

Addendum (Action Plan)

SECTION VI OF CEP

Mott Hall Science and Technology

Goal Number 1: Utilize diverse student level data to drive instructional improvement

Description: To develop a school-wide culture of learning using multiple sources and forms of data to differentiate instruction. In addition, we will continue to use data to set measurable goals for our students including our subgroups; students with individualized education plans and English Language Learners,

Measurable Objective: All teachers will use multiple data sources as demonstrated by lesson planning, formal and informal observation reports, professional development logs and other artifacts to differentiate classroom instruction

Action Plan:

Teachers will participate in professional development in the use of data to differentiate instruction. The differentiation will include using visuals, smartboards and graphic organizers; small group conferencing; customized activities, oral presentation and/or written assignment; differentiated homework; selecting multiple materials based on students' needs etc. Data will include:

- Disaggregation of data on subgroups, ELL, GE, SPED
- Disaggregation of data on lower 33% student groups
- Disaggregation of data on gender groups
- A measurement based on comparisons with similar schools
- Diagnostic Exams
- Interim Assessments
- Achieve 3000 Pre and Post tests
- Formal and informal observations
- Learning Walks
- Administration will make available learning opportunities offered by Replications, Professional Support Organization, outside consultants internal experts and other Mott Hall Schools
- Use of data at weekly departmental and common planning meetings which have been built into teacher schedules – by grade cluster, by core teams and by subject area.
- Integration of Inquiry and Core Teams work in school wide efforts
- Implementation of subject-specific teacher meetings
- Instructional Leadership meetings to cement school-wide initiatives around data-driven instruction
- Use of tax-levy and Title I funding to support all teachers
- Per session support will be contingent upon budget availability
Funding projection = \$9,800 (14 @ 16 – 1 hour sessions)

Evidence:

- Formal and informal observations focused on teachers' individualized professional goals and use of data to modify instruction
- Lesson Plans indicating teachers differentiating tasks for students based upon data
- Periodic assessments
- Interim assessment data loaded on "Power School"
- Daily Check-in with teachers and teacher feedback
- Classroom arrangement
- Analysis of NYS Standardized Exams and Interim Assessments

Goal Number 2: Improve students' proficiency levels in ELA and Math by 5%

Description: To increase students' proficiency level in English Language Arts and Mathematics by analyzing data and re-teaching items from teacher made tests, student case studies, periodic assessments and NYS ELA and Math tests

Measurable Objective: Students scores in ELA and Mathematics will increase by 5%

Action Plan

- Bi-weekly assignments given to students in English Language Arts and Mathematics via ACUITY.
- Monthly parent information session on student test data and school's next steps.
- After school Literacy and Mathematics enrichment program
- Renaissance Reading Program
- Interim Assessment data analysis conducted in 6 week cycle after each interim assessment and on-going throughout the school year during common planning sessions
- Use of Achieve 3000 Assessment data to create and modify classroom groupings
- Use of tax-levy and Title I funding to support all teachers
- Per session support will be contingent upon budget availability
- Funding projection = \$7200 (6 teachers/5 hours/week/6 week implementation cycle)

Evidence

- Periodic assessment analysis
- Interim assessment data loaded on "Power School "
- Daily and Weekly teacher feedback
- Case Study Reports
- Analysis of Acuity reports
- Analysis of NYS Mathematics Exam results

Goal Number 3: To implement and improve professional development school-wide practices to improve individual teacher growth and student achievement.

Description: While we offer professional development in an organized and on-going bases, our teachers , especially newer teachers would benefit from a more individualized approach to professional development, in addition to the whole staff professional development that is currently happening

Measurable Objective: Every teacher will differentiate instruction and/or re-teaches key concepts based on formative and summative achievement data.

Action Plan:

- Collect data regarding staff PD needs, survey, informal and formal observations, one on one conversation.
- Divide staff into three cohorts, beginners, proficient and master teachers
- Create PD plan according to each staff needs.
- Lead staff in courageous conversation about diversity and diverse learning needs.
- Share instructional expectations in all classes and in all subjects
- Have multiple instructional leadership team members provide instructional leadership using protocols, “SLICE” focused on data.
- Funding: \$21878 set-aside for professional development.

Evidence:

- Teacher instructional improvement plan shows evidence of differentiation
- Evidence of small group instruction for the purpose of intervention
- Analysis of periodic assessment reports
- Formal and Informal Observations
- Differentiated activities for students in lesson plans.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	SCIENCE AND TECHNOLOGY ACADEMY: A MOTT HALL SCHOOL					
District:	9	DBN:	09X454	School	320900010454	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				90.3
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		134	119				
Grade 7		0	129				
Grade 8		0	0				
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		0	0				
Total		134	248				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
			96.2

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		60.0	95.5

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
			12

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
			0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		24	31	Principal Suspensions			1
# in Collaborative Team Teaching (CTT) Classes		5	9	Superintendent Suspensions			1
Number all others		12	22				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		14	TBD	Number of Teachers			15
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			4
# receiving ESL services only		6	TBD	Number of Educational Paraprofessionals			1
# ELLs with IEPs		15	TBD				

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
			7	% fully licensed & permanently assigned to this school			80.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			26.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.7	0.8	% core classes taught by "highly qualified" teachers			57.4
Black or African American		28.4	26.6				
Hispanic or Latino		67.9	70.6				
Asian or Native Hawaiian/Other Pacific		2.2	0.8				
White		0.0	0.0				
Male		46.3	54.8				
Female		53.7	45.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		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:	ELA:
Math:	Math:
Science:	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							
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

Attachments

- A. ELL Intake procedures flowchart
- B. Instructional staff and qualifications
- C. Continuing ELL notification with list of current program choices, and attached survey
- D. 605A (beginner/intermediate) schedule
- E. 605B (advanced) schedule
- F. 607 TBE IEP schedule
- G. ESL – 602 or other
- H. ESL newcomer – 601 newcomer
- I. ELL differentiation PD description and schedule?
- J. LAT – eligible ELLs, grade code, years of service
- K. RLAT – NYSESLAT and LAB-R history, past 3 years, raw scores per modality
- L. RNMR – NYSESLAT history, past 3 years, combined modality
- M. ELA – listed for ELLs**
- N. Math – listed for ELLs**

PART 1: SCHOOL ELL PROFILE

A. Language Allocation Policy Team Composition

The Mott Hall Language Allocation Policy (LAP) Team consists of the following members:

Patrick Awosogba, Principal
Paula Lettiere, Assistant Principal
Genevieve Balderston, ESL Teacher/Coordinator
Jaymie Hernandez, Bilingual Teacher
Denise Clarke, Math Teacher
Marie Coyle, History Teacher
Marcia Thomas, Special Education Coordinator
Juana Trejo, Guidance Counselor

B. Teacher Qualifications

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

C. School Demographics

Total number of students in school: 136
Total number of ELLs: 38
ELLs as share of total student population: 27.9%

PART II: ELL IDENTIFICATION PROCESS

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).

Students who may possibly be ELLs are identified upon enrollment at Mott Hall Science and Technology Academy by ESL/Bilingual staff using the Home Language Identification Survey (HLIS), informal oral interview, and parent orientation (see attachment A for a description of the procedures used for identification and staff members). Upon enrollment and registration at the school, one of the following qualified staff will conduct an informal oral interview and complete the HLIS with the parents and student:

Genevieve Balderston, ESL Teacher/Coordinator (License, K-12 ESL)
Jaymie Hernandez, Bilingual Teacher (License, Common Branch with Bilingual extension)

Both staff members (and other school staff) speak Spanish if translation services are required. For languages other than Spanish, ESL/Bilingual staff will find qualified translators.

If the HLIS and interview indicate the student may be an English Language Learner (ELL), ESL/bilingual staff will conduct a parent interview, including the informational DVD in native language. Student will be assigned a class based on parent choice, and advised on procedures if their program choice is not currently available at the school.

Within 10 days of enrollment, ESL/bilingual staff will administer the LAB-R to determine English proficiency. If the student is determined to be ELL, they will remain in the assigned class. If the student is determined to be English proficient, they will be assigned to another class if needed. Parent notification in the native language will be mailed within 10 days regarding the student's status, program requirements, and parental rights.

All ELLs who have not attained English proficiency will be assessed annually using the NYSESLAT. The test will be coordinated and administered by ESL/bilingual staff, following all guidelines and within all mandated timeframes. Student results will be mailed to parents in the native language, shared with all teachers, and used to assess progress and guide future instruction.

- 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.*

Parents will be informed of and understand all three program choices by conducting a parent orientation in the native language at time of enrollment. See attachment A for a description of the procedures used for informing parents and staff qualifications.

- 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].)*

To ensure parents complete and return the Parent Survey and Program Selection forms, parent orientations are conducted at time of enrollment by ESL/bilingual staff. Entitlement letters will be mailed upon completion of LAB-R assessment within 10 days of student enrollment. Copies of the

Parent Survey, Program Selection forms, and Entitlement letters will be kept on file in the bilingual office.

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.*

If the HLIS and interview indicate the student may be an English Language Learner (ELL), ESL/bilingual staff will conduct a parent interview, including the informational DVD in native language. Student will be assigned a class based on parent choice, and advised on procedures if their program choice is not currently available at the school.

Within 10 days of enrollment, ESL/bilingual staff will administer the LAB-R to determine English proficiency. If the student is determined to be ELL, they will remain in the assigned class. If the student is determined to be English proficient, they will be assigned to another class if needed. Parent notification in the native language will be mailed within 10 days regarding the student's status, program requirements, and parental rights.

All ELLs who have not attained English proficiency will be assessed annually using the NYSESLAT. The test will be coordinated and administered by ESL/bilingual staff, following all guidelines and within all mandated timeframes. Student results will be mailed to parents in the native language, shared with all teachers, and used to assess progress and guide future instruction.

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.)*

As a new school (opened September 2009), MHSTA has received only one Program Selection form for a new enrollee, and assigned the student to the program of parent choice: ESL.

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.*

Procedures for identifying ELLs and conducting parent orientations were established to ensure that the programs offered at MHSTA are based on parent choice. All new ELLs who enrolled at Mott Hall (4 students) were identified and placed in the program of first choice.

Steps underway to build alignment between parent choice and program offerings include procedures for intake and placement, and communication with parents of continuing ELLs. If parents request a program which is not offered at Mott Hall, they will be first notified of which schools currently offer that program, and we will maintain a list of this request. If 15 or more parents request a program which is not currently offered, we will develop a new program. Continuing ELL students enrolled after participating in various programs at several other schools. Parents were informed of student program placement for 2009-2010 (Attachment C), and were able to discuss program placement with ESL/bilingual staff.

PART III: ELL DEMOGRAPHICS

A. ELL Programs

Number of TBE students by grade: 28

Number of ESL self-contained students by grade: 8

Number of ESL push-in/pull-out students by grade: 2

(Currently Mott Hall has students only in 6th grade.)

B. ELL Years of Service and Programs

Number of ELLs by subgroup:

All ELLs: 38

Students with Interrupted Formal Education (SIFE): 1

Newcomers (0-3 years of service): 11

4-6 years of service: 21

Long term (completed 6 years): 6

Special Education: 16

C. Home Language Breakdown and ELL Programs

Number of students in each program, by grade and language group:

TBE program: 28 Spanish

ESL self-contained: 8 Spanish

ESL push-in/pull-out: 1 Spanish, 1 Bengali

(Currently Mott Hall has students only in 6th grade.)

D. 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)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.*

The organizational models used in the TBE program are self-contained and collaborative, and in the ESL program are push-in and pull-out.

ESL pull-out instruction is provided to two students, who will be moved to a push-in model as their proficiency increases:

- 1) A newcomer Bengali speaker receives two 50 minute classes daily of intensive ESL during humanities/literacy and humanities/history block.

- 2) A Spanish-speaking beginner student with an IEP in a mandated 12-1 class receives three 50-minute classes per week pull-out and four 50-minute class periods per week push-in ESL.

- 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])?*

The program models used are block and heterogeneous grouping. ELLs in both programs include beginners, intermediates, and advanced students.

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)?*

Staff organization to ensure mandated explicit ESL/NLA/ELA instructional minutes is arranged to ensure standard, varied, grade-level instruction for students in heterogeneous class settings (TBE) and push-in ESL class. TBE program students receive native language, math, and science instruction in Spanish by certified (current or in-progress) instructors, with language differentiation provided during independent and group work based on language proficiency levels. ESL instruction for TBE and ESL program students is provided by certified (or in-progress) ESL instructors, with some push-in support for content areas. Students with IEPs receive additional services as mandated by their IEPs. See Attachment B for a list of instructional staff and qualifications.

- a) *How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?*

605A: TBE program, non IEP students, beginner and intermediate ELLs

605B: TBE program, non IEP students, advanced ELLs

607: TBE program, IEP students, all levels ELLs

ESL: Students assigned to different classes, receiving push-in and pull-out ESL

ESL newcomer: Recently arrived student receiving only pull-out ESL

Students in each program receiving the following weekly instructional minutes in ESL/ELA/NLA:

Program	ESL	ELA	NLA
605A	450 minutes	0	250 minutes
605B	250 minutes	200 minutes	250 minutes
607	400 minutes	100 minutes	250 minutes
ESL	250 minutes	400 minutes	0
ESL newcomer	500 minutes	0	0

See the following attachments:

- D. 605A: TBE beginner/intermediate schedule
- E. 605B: TBE advanced schedule
- F. 607: TBE IEP schedule
- G. ESL: Push-in ESL schedule
- H. ESL newcomer: Pull-out ESL schedule

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.*

Content areas of math, science, and humanities/history include standard, varied, grade-level instruction for students in the TBE and ESL programs. All content courses are provided by instructors certified in their area, using native language where possible to make content comprehensible, and

ESL scaffolding strategies to enhance language development. TBE math, science, and humanities/history instructors are bilingual Spanish speakers. See attachment B for a description of instructional staff and qualifications.

4. *How do you differentiate instruction for ELL subgroups?*

MHSTA uses the Achieve 3000 program and extended instructional days (twice weekly, additional 1.5 hours instruction in reading and math) for all students, to build student strengths in these areas. Additional instructional differentiation for specific ELL subgroups include:

- a) SIFE Students: SIFE students (currently there is one SIFE student in the TBE program) receive additional instructional support via meetings with content teachers to discuss and address weaknesses.
- b) Newcomers in US schools less than 3 years: Spanish-speaking newcomers receive native language instruction through the TBE program, and native language support from several bilingual Spanish-speaking teachers and staff. Recently arrived students receive additional pull-out ESL instruction for intensive, structured English instruction.
- c) ELLs in US schools 4-6 years: Administrators and teachers analyze past test data (NYSESLAT, ELA, Math) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains.
- d) Long-term ELLs (more than 6 years): Administrators and teachers analyze past test data (NYSESLAT, ELA, Math) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains, with an emphasis on academic language building and application.
- e) ELLs with special needs: Multiple needs students receive daily ESL instruction in addition to mandated services in self-contained or collaborative team teaching settings. ESL instructors work with certified special educators and therapists to build language in accordance with the students' other instructional and learning needs, and with mandated accommodations for individual students.

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.*

MHSTA uses the Achieve 3000 program and extended instructional days (twice weekly, additional 1.5 hours instruction in reading and math) for all students, as a way to target interventions for ELLs in ELA and math. Achieve 3000 is used in English and Spanish for students in the TBE program, and in English with Spanish support for all Spanish-speaking ELLs. The TBE program includes math, science, and humanities/history instruction in Spanish via bilingual content teachers, in addition to NLA and ESL (or ELA for advanced ELLs).

6. *Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.*

ELLs achieving proficiency on NYSESLAT will have continuing transitional support within classes from content teachers who are apprised of their status. All teachers at MHSTA participate in weekly group team meetings, at which individual student needs and instructional strategies are

discussed. Teachers will also receive regularly scheduled professional development on ELL instructional strategies during the year

7. *What new programs or improvements will be considered for the upcoming school year?*

For the upcoming school year, Mott Hall plans to improve bilingual program instruction by hiring a bilingual special education instructor, and an additional bilingual paraprofessional (currently there is one bilingual paraprofessional and no bilingual special education instructor), to ensure the dual needs of ELLs with individualized education plans (IEPs) are being addressed, and in anticipation of additional students with similar needs.

8. *What programs/services for ELLs will be discontinued and why?*

At this time no current programs will be discontinued next year. Changes will be made as necessitated by student progress, assessment data, parent input, and program assessment.

9. *How are Ells afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.*

ELLs at MHSTA have equal access to all school programs, including service learning roles, after school clubs, extended day instructional programs, Saturday Academy and off-campus learning trips.

10. *What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?*

Instructional materials for ELLs include a range of bilingual Spanish texts and leveled readers in the content areas, including math texts, history and science texts, reference books, nonfiction and fiction. Bengali picture and text dictionaries were purchased to support the one Bengali student at our school, and we have begun working with our local public library to request materials in Bengali from the NY State Public Library system. All ELLs use Achieve3000 regularly to build literacy skills, and have access to both English and Spanish audio and text. This program has been proven to increase reading scores for all students, including ELLs, and is particularly effective for SIFE and long-term ELLs. Students also have access to internet resources in Spanish, for content class projects and independent reading.

11. *How is native language support delivered in each program model? (TBE, Dual Language, and ESL)*

Native language support is delivered in the TBE program by bilingual Spanish certified instructors in NLA, math and science. Also, a bilingual paraprofessional is present in classes for ELLs with IEPs, where the instructor does not speak Spanish. Students in the ESL program receive support from the ESL instructor who speaks Spanish. Currently all ELLs at MHSTA speak Spanish as their home language, with the exception of one newcomer Bengali-speaking student. (There are no staff members who speak Bengali, so this student was assigned a class with another Bengali-speaking student who is English proficient.)

The following staff members work with ELLs:

Genevieve Balderston	ESL: push-in and pull-out	K-12 ESL certification (speaks Spanish)
Jaymie Hernandez	TBE/ESL: NLA and ESL	Common Branch with bilingual extension, ESL extension in progress (speaks Spanish)
Olivia Masse	TBE/ESL: math	7-12 Math, bilingual extension in progress (speaks Spanish and French)
Jose Centeno	TBE: science	Common Branch with bilingual extension (speaks Spanish)
Emily Norman	TBE: Humanities History	7-12 Humanities (speaks Spanish)
Stany LeBlanc	TBE/ESL: Humanities Literacy	7-12 Humanities (speaks Haitian creole)
Denise Clarke	TBE: Math	Common branch
Heidi Olivo	TBE: paraprofessional	Certified paraprofessional

12. *Do required services support, and resources correspond to Ells' ages and grade levels?*

MHSTA opened in September 2009 with 6th grade class only. All instruction is linked to and guided by NYS 6th grade standards for content, ESL, ELA, and NLA. Materials and readings are based on middle school-age student needs and interests (ages 11-13), including popular authors and a variety of genres and interests.

13. *Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.*

MHSTA conducted a summer orientation session for all students in September, 2009, and plan to conduct a similar session each year for all new students, including new ELLs. In addition, MHSTA conducts open houses four times a year; parents are also accommodated for a school tour as needed.

E. Schools with Dual Language Programs

Not applicable

F. 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.)*

All personnel who work with ELLs will participate in ongoing professional development workshops throughout the year. Participating Mott Hall personnel include: ESL/bilingual teachers and paraprofessionals, content teachers, special education teachers, special education coordinator, guidance counselor, and secretaries. Professional development workshops attended in October include: LAP development, Applying the Periodic Assessment data for ELLs, and Technology for working with ELLs.

Calendar of PD dates

Core Team Workshop: 1st and 3rd Monday of the month

AUSSIE PD: Nov. 3, 2009; Nov. 18, 2009; Dec. 8, 2009; Jan. 13, 2010; Jan. 27, 2010; March 1, 2010; Apr. 2; May 12, 2010
Planning PD: June 7, 2010

2. *What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?*

MHSTA will support staff in helping ELLs who are transitioning to higher grades in the next two years. This year MHSTA opened with 6th grade only and increase one grade each year until enrolling students in grades 6-8. Professional development will be offered to all Staff on promoting the critical thinking routines/writing routines that are necessary for high school. Staff will be infusing tiered lessons, which reflect the caliber of writing, critical thinking routines and inquiry necessary for high school work.

3. *Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses.*

Staff is conducting a year-long initiative on differentiation during weekly group team meetings for all instructional staff, which will include reviewing research and expert knowledge on: a) What is differentiation and how to apply it in all classes; b) book analyses on differentiation for ELLs; c) dissecting case studies of differentiation for ELLs; and d) analyzing our own lesson plans to observe evidence of differentiating for the ELL classroom. Modeling effective differentiation for our colleagues in their rooms, will aid the Mott Hall Community in meeting the needs of ELL students. Records of all meetings are kept on file with Grade and Content Team Leaders.

In addition, MHSTA contracted the following external professional development workshops:

- AUSSIE will conduct nine whole day (7 hour) sessions starting November 3. The focus will be on classroom management and differentiation for all learners. During each session they will meet with small groups and individual instructional staff.
- An ELL Compliance and Performance Specialist from The NYS Office of English Language Learners will conduct ongoing professional development workshops throughout the year on best practices for working with ELLs. Schedule is currently being determined.

G. Parental Involvement

1. *Describe parent involvement in your school, including parents of ELLs.*

Parental involvement at MHSTA is fostered through PTA meetings, parent conferences, and award nights. In addition, several open house events were conducted for parents of potential students for next year, including ELLs. Spanish translation is provided by various staff at all parent meetings and events. Also, the school has implemented Powerschool, a web-based grading and communication system which allows students and their parents to check assignments and grades, and communicate with teachers electronically.

The following calendar lists parent events conducted or planned for 2009-2010:

PTA meeting: Every second Tuesday of the month

Literacy Night: Oct. 6, 2009

Planned Parenthood Workshop: 12/03/2009 (English); 12/09/2009 (Spanish); 01/14/2010 (English); 01/16/2010 (Spanish); 02/11/2010 (Spanish); 03/04/2010 (English)
School/Parent summit: 02/10/2010

2. *Does the school partner with other agencies or Community Organizations to provide workshops or services to ELL parents?*

Workshops were offered at the school for How to Apply for Medicaid and Planned Parenthood provides several workshops throughout the year about youth development. Several parents of ELLs attended and Spanish translation was provided.

3. *How do you evaluate the needs of the parents?*

MHSTA evaluates the needs of parents informally through individual parent conferences, and formally using a survey attached to the annual continuing services notification (Attachment D).

4. *How do your parental involvement activities address the needs of the parents?*

As we collect the results of the parent survey, we plan to incorporate activities to address parent needs in upcoming parent events. All parent involvement activities are designed based on themes identified from the result of parent survey.

PART IV: ASSESSMENT ANALYSIS

A. Assessment Analysis

Overall NYSESLAT proficiency results (and LAB-R for new admits) by grade:
(results from last NYSESLAT completed)

Beginner (B): 8

Intermediate (I): 15

Advanced (A): 15

NYSESLAT Modality Analysis by grade: Listening/Speaking:
(results from last NYSESLAT completed)

Beginner (B): 2

Intermediate (I): 8

Advanced (A): 27

NYSESLAT Modality Analysis by grade: Reading/Writing:
(results from last NYSESLAT completed)

Beginner (B): 8

Intermediate (I): 16

Advanced (A): 13

NYS ELA Results by grade and levels:
(results from last NYS ELA completed)

Level 1: 5

Level 2: 23

Level 3: 7

Level 4: 0

NYS Math Results by grade (English):
(results from last NYS Math completed)

Level 1: 8

Level 2: 17

Level 3: 11

Level 4: 0

Mott Hall has no data for NYS ELA NYSAA, NYS Math NYSAA, NYS Science NYSAA, NYS Social Studies NYSAA, ECLAS-2, EL SOL.

Native Language Reading Tests (ELE) results (20 records):

Level A: 0

Level B: 18

Level C: 2

B. After Reviewing and Analyzing Data

1. What is revealed by the data across proficiency levels (on the LAB-R and NYSESLAT) and grades?

LAB-R and NYSESLAT data reveal that the majority of the ELLs at MHSTA are intermediate (15/35) and advanced (13/35). Moreover, the majority of our ELLs have been receiving service for 4-6 years (21/35, with 15 in their 6th year). Our demographics present an additional challenge: 13/35 ELLs are receiving special education services in addition to ESL instruction. These data highlight the need for intensive, needs-based instructional strategies to facilitate proficiency attainment. Early literacy skills are assessed initially and during the school year using Achieve 3000, Great Leaps phonics, and Reading A-Z program. These data have enabled targeted intervention and appropriate use of leveled readers to build reading proficiency for ELLs.

2. How will patterns across the NYSESLAT modalities (listening/speaking, reading/writing) affect instructional decisions?

Most ELLs at MHSTA are advanced in listening/speaking (22/35). The majority are also intermediate (15/35) or advanced (12/35) in reading/writing. As an AVID school (certification expected 2011*) MHSTA incorporates the use of socratic seminars and the Cornell note-taking system in all classes. The goal is to increase the use of academic discourse and note-taking based on oral discussions or lectures and written text, for all students. This school-wide instructional emphasis on academic listening and speaking, reading and writing across the content areas will be used to target English proficiency deficits in our students, particularly ELLs who have received 5 or more years ESL instruction.

3. 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?

TBE: The majority of ELLs are level 2 ELA and level 2 Math. However the next largest group of student results is level 1 for ELA and math. When examining NYSESLAT proficiency levels and long term ELLs (6 or

more years of service), there is 1 Beginner (with IEP), 10 Intermediate (6 with IEPs), and 5 Advanced (1 IEP).

ESL: The majority of ELLs are level 3 ELA (with the next highest group at level 2), and level 3 Math. When examining NYSESLAT proficiency levels and long term ELLs, there are no Beginner or Intermediate ELLs, and 6 are Advanced (3 with IEP).

	<u>TBE</u>	<u>(IEP)</u>	<u>ESL</u>	<u>(IEP)</u>
Beginner:	0	0	0	1
Intermediate:	0	0	4	6
Advanced:	3	3	4	1

When viewed alongside NYSESLAT results and years of service, data indicates that insufficient progress has been made to date for ELLs in ELA and math, and too few ELLs are achieving English proficiency within 6 years. The number of ELLs with IEPs poses additional challenges to learning and instruction. The school is therefore recruiting certified bilingual special education instructors for next year. There is limited native language assessment data.

b) Describe how the school leadership and teachers are using the results of the ELL Periodic Assessment.

The first ELL Periodic Assessment was administered 10/7-8/09. Results will be compared to most recent NYSESLAT results and used as a benchmark to set achievement goals and measure progress during the year. The ESL coordinator is attending a professional development workshop on accessing and using the data for instruction. Results will be disseminated to teachers, students, and parents as follows:

- Teachers will use results in conjunction with in-class assessments and observations, to target instruction based on student needs in four language domain areas.
- Students will receive results and incorporate them into student portfolios for self-assessment and goal-setting. These portfolios will contain assessment data and contain self-selected samples of student work demonstrating progress and achievement in the four domain areas.
- Parents will receive the results and view student portfolios during Parent-Teacher conferences, to facilitate parent-teacher-student collaboration in language development.

c) What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

First LAT periodic assessments (PA1) indicate some areas of progress for ELLs, and some need for instructional intervention to ensure students increase proficiency on the 2010 NYSESLAT. Results for PA1 (completed by 35 ELLs) compared to overall NYSESLAT proficiency results show:

<u>PA1</u>	<u>NYSESLAT</u>
Beginner: 3	8
Intermediate: 5	15
Advanced: 24	15
Proficient: 3	0

When individual student progress is examined, results indicate that more intermediate are making progress, as indicated by achieving a higher proficiency level on PA1 compared to current NYSESLAT proficiency level:

<u>Increased level</u>	<u>Same level</u>
Beginner: 3	3
Intermediate: 11	3
Advanced: 13	10

These data were used to evaluate current instruction, especially for beginning and advanced students, in order to increase their proficiency gains. Native Language instruction is an integral part of the TBE program, and used to support English and ESL instruction for all other ELLs, in all classes, to the extent possible.

4. For dual language programs, answer the following:

Not applicable.

5. Describe how you evaluate the success of your programs for ELLs.

Success will be gauged by progress on state assessments (ELA, Math, NYSESLAT) and student performance in class, determined by teacher assessments and student portfolios. The program will be judged successful if all students increase proficiency on the NYSESLAT (level or scaled score) in at least one modality, and 50% of the 6-7 year ELLs without IEPs achieve proficiency overall. In addition, the program will be judged successful if all students maintain or increase their ELA and Math levels.