



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** MOTT HALL III MIDDLE SCHOOL 128

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09x128

**PRINCIPAL:** JORISIS STUPART

**EMAIL:** JSTUPAR@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jorisis Stupart	*Principal or Designee	
Michael Connolly	*UFT Chapter Leader or Designee	
Jennifer Teasley	*PA/PTA President or Designated Co-President	
Corinthian Lee	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ramona Lawrence	Member/Parent	
Ana Santos	Member/Parent	
Rosa Rivera	Member/Parent	
Elizabeth Riera	Member/Parent	
Jennifer Simon	Member/UFT	
Wendy Lewis	Member/UFT	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*Increase the number of students achieving proficiency and progress in Literacy as determined by the NYS ELA Exam. Central to achieving this goal will be ongoing professional development around the Common Core Learning Standards, their integration into our units of study, and our development and administration of at least two CCLS- aligned tasks in ELA in all grades:*

*55% of our students will achieve proficiency and our median growth percentile will be 63 on the NYS ELA Exam.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

*In the 2010-2011 school year, 49.7% of students achieved Level 3 and 4 on the New York State ELA Exam. In the 2011-2012 school year, 52.1% of our students achieved a Level 3 or 4 on the ELA test, representing a 2.4% increase. In the area of progress, in 2011, our students' median growth percentile in ELA was 76; it decreased to 60 in 2012. This data shows that while we are making progress in helping our students meet the standards, we must continue key initiatives to push our students to make individual progress toward rigorous learning goals using an assessment-driven and engaging curriculum. These are the key data points we used to determine our ELA goals this year.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- *ELA Department Professional Development: Professional development is given based on the following topics in regular department meetings: Understanding the “instructional shifts” demanded by the Common Core Standards and DOE Citywide Instructional Expectations; using our knowledge of these shifts to integrate the Common Core Standards into units of study in a year-long curriculum map; using data (in writing tasks, diagnostic assessments, and formative assessments) to plan instructional next steps;*

*developing rich and rigorous performance tasks*

- *Target Population(s): ELA Teachers*
- *Responsible Staff Members: Assistant Principals, Principal*
- *Implementation Timeline: August 2012 – May 2013*

#### **Activity #2**

- *Inquiry-Based ELA Instruction: ELA teachers use pre- and post-tests in each unit. They examine results from pre-tests to identify areas to modify or extend instruction during the unit and set individual goals with students for progress. Students track their performance on these assessments using unit-based tracking sheets. Teachers analyze results from post-tests to identify mastered skills and next steps for instruction, as well as strengths and weaknesses of the teaching during the unit. Throughout this process, teachers work with their colleagues in teams to collaboratively examine student work. Because of the emphasis in the DOE Instructional Expectations on students' grounding their reading, writing and discussions in evidence from texts, we will pay particular time and attention to looking at student work to analyze and address student weaknesses in this area.*
- *Target Population(s): ELA Teachers, Students*
- *Responsible Staff Members: Assistant Principals, Principal*
- *Implementation Timeline: August 2012 – June 2013*

#### **Activity #3**

- *AIS, IEP, and ELL Intervention: We will provide additional math support to AIS and ELL students, as well as students with disabilities, in the form of pull-out SETTS services, ESL push-in and pull-out support, and AIS afterschool tutoring for students who earned the lowest scores on the 2012 ELA Exam.*
- *Target Population(s): Students with the lowest scores on the 2012 ELA Exam; ELL students with mandated SETTS services on their IEPs; students with disabilities in our ICT classrooms*
- *Responsible Staff Members: Principal, Assistant Principal, ESL Teacher, SETTS Teacher, ELA Teachers, and Afterschool Tutoring Program Teachers*
- *Implementation Timeline: September 2012 – June 2013*

#### **Activity #4**

- *Planning Meetings between ICT Co-Teachers: Weekly planning meetings will facilitate collaboration between Instructional Specialists and teachers of ICT classrooms to plan for differentiation, modify instruction, and support the academic progress of ICT students with IEPs.*
- *Target Population(s): Students with disabilities in our ICT Classrooms*

- Responsible Staff Members: Principal, Assistant Principal, ELA Teachers, Special Education Teachers
- Implementation Timeline: September 2012 – June 2013

#### **Activity #5**

- Ongoing Goal-Setting, Assessment, and Reflection: Teachers use assessment information from previous state tests and Performance Series Assessments to set teacher and student SMART goals for performance and progress. When students complete benchmark and end-term exams, such as the Acuity Benchmark ELA Exam and the mid-year Performance Series assessments, students' individual progress towards these goals is assessed, their goals are updated, and new action plans are created to encourage further progress.
- Target Population(s): Mott Hall 3 ELA Teachers and Students
- Responsible Staff Members: Principal, Assistant Principals, ELA Teachers, Special Education Teachers
- Implementation Timeline: September 2012 – June 2013

#### **Steps for including teachers in the decision-making process**

- In July 2012, teachers helped in the creation of the school schedule, including designating periods for each subject, planning meetings, and department meetings.
- In August 2012, teachers met with colleagues in teams during our August Teacher Orientation to examine grade-level and individual student data from the 2012 ELA and Math exams. Teams charted and shared trends and patterns from this data, as well as implications for our instruction for the coming year. All teachers participated in these discussions, after which the school determined its new goals for progress and performance in ELA and Math.
- In August 2012, representative teacher teams from the ELA and Math departments presented one of their Common Core-aligned units from last year. The entire faculty had an opportunity to learn and ask questions about the planning, execution, and assessment of these units. Following these presentations, teacher teams evaluated our ELA and Math practices using the "Instructional Shifts of the Common Core," identifying which shifts represented areas of strength and which represented areas of further growth for our teachers.
- In January 2012, ELA teachers met with Science and Social Studies teachers to present priority skill areas for preparing students to take the ELA test and to collaborate in creating text-dependent questions and reading and writing tasks.
- ELA planning and department meetings are participatory and reflective. At these meetings, teachers share their noticings around student assessment data, collaborate to look at student work, and discuss next steps for improvement.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- *Parents receive logon information for accessing their children's grades on Edline, our school wide online grading system. They are also trained in using ARIS Parent Link to access their children's state assessment data.*
- *Parents are invited to the school for Curriculum Night at the beginning of the school year. There, they meet their children's teachers and hear from them how they can best support their children's progress in literacy.*
- *Our school has developed, copied, and distributed to parents a school wide calendar that lists major events during the school year, including the New York State ELA assessments and NYC DOE Predictive Assessment. Included in this calendar is a student handbook that lists the phone numbers and contact emails of all teachers and administrators at the school.*
- *Our school holds Curriculum Expos twice each year. At these events, students showcase the work they have done in their academic classes, including their Common Core-aligned tasks. Parents are invited to these Curriculum Expos.*
- *Every parent receives individual feedback about his or her students' academic and behavioral performance at the end of each week in the form of the Mott Hall 3 Progress Report. Each teacher, administrator, and school staff member writes on this progress report to note important aspects of students' academic performance, behavior infractions, as well as general school and curriculum updates.*

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  B   Tax Levy      B   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - **Christadora** funds a variety of environmental education and youth development programs, with a particular focus on under-resourced communities. Its Winter Ecology Program brings educators from Manice into partner schools like ours on a weekly basis from November to April for lessons in ecology topics, such as animal adaptation. Its fall and spring programs are conducted at Manice; partnering schools send students for a three-day, two-night experience at the center. While our Manice educators focus on science with the students, their lessons and activities embed key literacy skills that will help us with our goal.

- **Prep 9/TEAK/The Oliver Program** are three academic programs that offer specialized academic preparation for the students who are academically advanced at our school. We target students for these programs early in the academic year and provide the support they need to enroll and be successful in these programs.
- **Urban Male Leadership Program** is a program that takes strategic action to increase the number of Black and Latino males in higher education. We have partnered with this program to host our young men at Lehman College, give them a tour of the campus, and speak to them about the academic and character skills that are crucial for success in college and beyond.
- **DREAM/SHSI Institute** is an after school and summer program that prepares students for success on the Specialized High School Exam. It targets specific students for enrollment, and we work to educate our families about this program and get them involved.
- **Legal Outreach** is a program that works with middle school students to expose them to careers in law. Their staff members visit our classrooms, work with introductory casework with students, and recruit our students to attend their Summer Law Institute. This institute is a five-week preparatory program that leads to the College Bound Program for successful students.
- **Positive Behavior Incentives and Supports** is a program to promote a positive and healthy school tone and to reward positive behavior on the part of students. We have fully committed to the PBIS program this year, with the addition of a full-time PBIS coordinator to our staff, a PBIS committee that meets weekly, and the integration of PBIS practices into our school's daily routines.

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*Increase the number of students achieving proficiency and progress in Mathematics as determined by the NYS Math Exam. Central to achieving this goal will be ongoing professional development around the Common Core Learning Standards, their integration into our units of study, and our development and administration of at least two CCLS-aligned tasks in Mathematics in all grades:*

*78% of our students will achieve proficiency and our median growth percentile will be 68 as measured by the NYS Mathematics Exam.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

*In the 2010-2011 school year, 78.1% of students achieved Level 3 or 4 on the New York State Math Exam. In the 2011-2012 school year, 73.7% of our students achieved a Level 3 or 4 on the Math test. In the area of progress, in 2011 our students' median growth percentile in Math was 80.5; it decreased to 65 in 2012. This data shows that while we are helping the majority of our students meet the standards, we must continue key initiatives to push our students to make individual progress toward rigorous learning goals using an assessment-driven and engaging curriculum. These are the key data points we used to determine our Math goals this year.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- *Math Department Professional Development: Professional development is given based on the following topics in regular department meetings: Understanding the "instructional shifts" demanded by the Common Core Standards and DOE Citywide Instructional Expectations; using our knowledge of these shifts to integrate the Common Core Standards into units of study in a year-long curriculum map; using data (in diagnostic assessments, summative assessments, and formative math tasks) to plan instructional next steps; developing and revising rich and rigorous performance tasks.*
- *Target Population(s): Math Teachers*

- Responsible Staff Members: Math Coach, Assistant Principals, Principal
- Implementation Timeline: August 2012 – May 2013

### **Activity #2**

- Inquiry-Based Math Instruction: Math teachers use pre- and post-tests in each unit. They examine results from pre-tests to identify areas to modify or extend instruction during the unit and set individual goals with students for progress. Students track their performance on these assessments using unit-based tracking sheets. Teachers analyze results from post-tests to identify mastered skills and next steps for instruction, as well as strengths and weaknesses of the teaching during the unit. Throughout this process, teachers work with their colleagues in teams to collaboratively examine student work. Because of the emphasis on pedagogical practices that require fluency, application, and conceptual understanding in the DOE Instructional Expectations, we will pay particular time and attention to looking at our instruction in light of the Common Core Mathematical Practices.
- Target Population(s): Math Teachers, Students
- Responsible Staff Members: Assistant Principals, Principal
- Implementation Timeline: August 2012 – June 2013

### **Activity #3**

- AIS, IEP, and ELL Intervention: We will provide additional Math support to AIS and ELL students, as well as students with disabilities, in the form of pull-out SETTS services, ESL push-in support, and AIS afterschool tutoring for all students who earned the lowest scores on the 2012 Math Exam. In addition, our school program includes weekly planning meetings that facilitate collaboration between Instructional Specialists and teachers of ICT classes to plan for differentiation, modification of instruction, and the academic progress of ICT students.
- Target Population(s): Students with the lowest scores on the 2012 Math Exam; ELL students; and students with mandated SETTS services on their IEPs
- Responsible Staff Members: Principal, Assistant Principal, ESL Teacher, SETTS Teacher, ELA Teachers, and Afterschool Program Teachers
- Implementation Timeline: September 2012 – June 2013

### **Activity #4**

- Math Skills Class: Teachers use a web-based math program, SkillsTutor, to assist in their differentiation of instruction according to students' needs. As part of this program, targeted lessons are created and assigned for students to complete both in school and at home. Teachers manage reports and assess student performance for mastery, as well as continued intervention, on an ongoing basis.
- Target Population(s): All Students

- *Responsible Staff Members: Principal, Assistant Principal, Math Coach, Math Teachers, Special Education Teachers*
- *Implementation Timeline: September 2012 – June 2013*

#### **Activity #5**

- *Ongoing Goal-Setting, Assessment, and Reflection: Teachers use assessment information from previous state tests and Acuity Baseline Assessments to set teacher and student SMART goals for performance and progress. When students complete benchmark and end-term exams, such as the Acuity Benchmark Math Exam and end-of-unit assessments, students' individual progress towards these goals is assessed, their goals are updated, and new action plans are created to encourage further progress.*
- *Target Population(s): Mott Hall 3 Math Teachers and Students*
- *Responsible Staff Members: Principal, Assistant Principals, Math Teachers, Special Education Teachers*
- *Implementation Timeline: September 2012 – June 2013*

#### **Steps for including teachers in the decision-making process**

- *In July 2012, teachers helped in the creation of the school schedule, including designating periods for each subject, planning meetings, and department meetings.*
- *In August 2012, teachers met with colleagues in teams during our August Teacher Orientation to examine grade-level and individual student data from the 2012 ELA and Math exams. Teams charted and shared trends and patterns from this data, as well as implications for our instruction for the coming year. All teachers participated in these discussions, after which the school determined its new goals for progress and performance in ELA and Math.*
- *In August 2012, representative teacher teams from the ELA and Math departments presented one of their Common Core-aligned units from last year. The entire faculty had an opportunity to learn and ask questions about the planning, execution, and assessment of these units. Following these presentations, teacher teams evaluated our ELA and Math practices using the "Instructional Shifts of the Common Core," identifying which shifts represented areas of strength and which represented areas of further growth for our teachers.*
- *Math planning and department meetings are participatory and reflective. At these meetings, teachers share their noticings around student assessment data, collaborate to look at student work, and discuss next steps for improvement.*

#### **Strategies to increase parental involvement**

- *All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.*
- *Parents receive logon information for accessing their children's grades on Edline, our school wide online grading system. They are also trained in using ARIS Parent Link to access their children's state assessment data.*

- *Parents are invited to the school for Curriculum Night at the beginning of the school year. There, they meet their children’s teachers and hear from them how they can best support their children’s progress in literacy.*
- *Our school has developed, copied, and distributed to parents a school wide calendar that lists major events during the school year, including the New York State ELA assessments and NYC DOE Predictive Assessment. Included in this calendar is a student handbook that lists the phone numbers and contact emails of all teachers and administrators at the school.*
- *Our school holds Curriculum Expos twice each year. At these events, students showcase the work they have done in their academic classes, including their Common Core-aligned tasks. Parents are invited to these Curriculum Expos.*
- *Every parent receives individual feedback about his or her students’ academic and behavioral performance at the end of each week in the form of the Mott Hall 3 Progress Report. Each teacher, administrator, and school staff member writes on this progress report to note important aspects of students’ academic performance, behavior infractions, as well as general school and curriculum updates.*

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - **Christadora** funds a variety of environmental education and youth development programs, with a particular focus on under-resourced communities. Its Winter Ecology Program brings educators from Manice into partner schools like ours on a weekly basis from November to April for lessons in ecology topics, such as animal adaptation. Its fall and spring programs are conducted at Manice; partnering schools send students for a three-day, two-night experience at the center. While our Manice educators focus on science with the students, their lessons and activities embed key literacy skills that will help us with our goal.
  - **Prep 9/TEAK/The Oliver Program** are three academic programs that offer specialized academic preparation for the students who are academically advanced at our school. We target students for these programs early in the academic year and provide the support they need to enroll and be successful in these programs.
  - **Urban Male Leadership Program** is a program that takes strategic action to increase the number of Black and Latino males in higher education. We have partnered with this program to host our young men at Lehman College, give them a tour of the campus, and speak to them about the academic and character skills that are crucial for success in college and beyond.

- **DREAM/SHSI Institute** is an after school and summer program that prepares students for success on the Specialized High School Exam. It targets specific students for enrollment, and we work to educate our families about this program and get them involved.
- **Legal Outreach** is a program that works with middle school students to expose them to careers in law. Their staff members visit our classrooms, work with introductory casework with students, and recruit our students to attend their Summer Law Institute. This institute is a five-week preparatory program that leads to the College Bound Program for successful students.
- **Positive Behavior Incentives and Supports** is a program to promote a positive and healthy school tone and to reward positive behavior on the part of students. We have fully committed to the PBIS program this year, with the addition of a full-time PBIS coordinator to our staff, a PBIS committee that meets weekly, and the integration of PBIS practices into our school's daily routines.

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*Build teacher teams' capacity to align units of student with the Common Core Learning Standards:*

*Over the course of the 2012-2013 school year, Mott Hall 3 students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in Social Studies, and two in Science. These units:*

- *Align to the DOE-emphasized Common Core standards, as outlined in the DOE Instructional Expectations;*
- *Embed the skills outlined in the relevant Common Core instructional shifts; and*
- *Assess student learning with rich, rigorous performance tasks.*

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The DOE Instructional Expectations articulate clearly the need for teachers to change their instructional practices to align with the demands of the Common Core Learning Standards. In 2013, all ELA and Math state assessments will align with these standards, and the assessments demand significant instructional changes on the part of teachers. There are 12 instructional shifts that are required to ensure alignment with the Common Core Learning Standards. In ELA, the shifts are characterized by an intense focus on complex fiction and non-fiction texts that require the application of academic vocabulary and other key college and career readiness skills. In Math, the shifts are characterized by a focus on fewer and more central standards, allowing students the opportunity to build more connections between mathematical concepts and skills.

In the 2011-2012 school year, teachers began the work of aligning their instructional practices to the Common Core, implementing at least one Common Core-aligned unit in each ELA and Math classroom. In the process of implementing these units, teachers learned about the instructional shifts demanded by the Common Core and their implications for instructional reforms. This year, teachers have deepened their knowledge of these standards through careful examination of the NY Test Samplers and test memos published by NYSED; videos and resources available on the EngageNY website; the current work of teachers, including tasks, rubrics, and student work; and professional texts related to the standards. Specifically, the Math department has read Minds on Mathematics by Wendy Ward Hoffer and the ELA department has read Pathways to the Common Core: Accelerating Achievement, by Lucy Calkins, Mary Ehrenworth, and Christopher Lehman. Teachers have also attended conferences, such as the Association of Mathematics Teachers of New York State (AMTNYS) and the What Works in Urban Schools conferences, and shared their learnings with their team members.

This year, we will build on the work we did last year, grow professional knowledge among all faculty members, and strengthen our Common Core-aligned practices in ELA, Math, Science, and Social Studies. As part of that process, we will implement at least two Common Core-aligned tasks in each subject.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- *Schoolwide Professional Development: Our school provides professional development to teachers during our August Teacher Orientation and throughout the year in the following topics: Understanding and Evaluating our Teaching Practices Using the Common Core Instructional “Shifts”; Sharing our Common Core-aligned Units from Last Year and Discussing these Units’ Alignment with the Common Core Instructional Shifts; an Introduction to the Resources of the Common Core Library; Analyzing Questions from the NY State Test Samplers; Creating Text Dependent Questions for Close Reading; Helping Students Navigate Complex Texts in ELA, Science, and Social Studies.*
- *Target Population(s): All Teachers*
- *Responsible Staff Members: Math Coach, Assistant Principals, Principal*
- *Implementation Timeline: August 2012 – June 2013*

#### **Activity #2**

- *Ongoing Department Meetings: All ELA, Math, Social Studies, and Science teachers participate in weekly common planning meetings and regular department meetings, with the support of grade administrators, department leaders, and the math coach. These department meetings are dedicated to such topics as: Aligning our Curriculum Maps to the Common Core Learning Standards; Designing and Revising Rigorous Performance Tasks to Address the Instructional “Shifts” of the Standards; Looking at Student Work to Determine Areas of Strength and Need along the Standards; Using Text-Dependent Questions and Rigorous Reading and Writing Tasks Across the Content Areas; and Using the NYS Test Samplers to Guide our Questioning and Lesson Planning.*
- *Target Population(s): All Teachers, Students*
- *Responsible Staff Members: Teachers, Math Coach, Assistant Principals, Principal*
- *Implementation Timeline: August 2012 – June 2013*

#### **Activity #3**

- *Ongoing Curriculum Planning, Goal-Setting, and Action Planning: All teachers contribute to and learn about the schoolwide CEP and*

*PPR goals at the beginning of the school year. They use these goals to set their own teacher goals for student performance and progress, curriculum development, and professional growth. They also use the schoolwide goals to facilitate student goal setting in every subject. Teachers create action plans for each of their goals. They use the schoolwide goals to plan curriculum maps that align with the Common Core Learning Standards, address the instructional “shifts” demanded by these standards, and incorporate complex and rigorous Common Core-aligned tasks. Administrators for each grade meet with teachers about their curriculum maps and goals at the beginning of the school year, and check-in on teachers’ progress at benchmark dates in the school year.*

- *Target Population(s): All Teachers, Students*
- *Responsible Staff Members: Teachers, Math Coach, Assistant Principals, Principal*
- *Implementation Timeline: August 2012 – June 2013*

**Steps for including teachers in the decision-making process**

- *In July 2012, teachers helped in the creation of the school schedule, including designating periods for each subject, planning meetings, and department meetings.*
- *In August 2012, teachers met with colleagues in teams during our August Teacher Orientation to examine grade-level and individual student data from the 2012 ELA and Math exams. Teams charted and shared trends and patterns from this data, as well as implications for our instruction for the coming year. All teachers participated in these discussions, after which the school determined its new goals for progress and performance in ELA and Math.*
- *In August 2012, representative teacher teams from the ELA and Math departments presented one of their Common Core-aligned units from last year. The entire faculty had an opportunity to learn and ask questions about the planning, execution, and assessment of these units. Following these presentations, teacher teams evaluated our ELA and Math practices using the “Instructional Shifts of the Common Core,” identifying which shifts represented areas of strength and which represented areas of further growth for our teachers.*
- *Teacher planning and department meetings are participatory and reflective. At these meetings, teachers share their noticings around student assessment data, collaborate to look at student work, and discuss next steps for improvement.*

**Strategies to increase parental involvement**

- *All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.*
- *Parents receive logon information for accessing their children’s grades on Edline, our school wide online grading system. They are also trained in using ARIS Parent Link to access their children’s state assessment data.*
- *Parents are invited to the school for Curriculum Night at the beginning of the school year. There, they meet their children’s teachers and hear from them how they can best support their children’s progress in literacy.*
- *Our school has developed, copied, and distributed to parents a school wide calendar that lists major events during the school year,*

*including the New York State ELA assessments and NYC DOE Predictive Assessment. Included in this calendar is a student handbook that lists the phone numbers and contact emails of all teachers and administrators at the school.*

- *Our school holds Curriculum Expos twice each year. At these events, students showcase the work they have done in their academic classes, including their Common Core-aligned tasks. Parents are invited to these Curriculum Expos.*
- *Every parent receives individual feedback about his or her students' academic and behavioral performance at the end of each week in the form of the Mott Hall 3 Progress Report. Each teacher, administrator, and school staff member writes on this progress report to note important aspects of students' academic performance, behavior infractions, as well as general school and curriculum updates.*

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - **Christadora** funds a variety of environmental education and youth development programs, with a particular focus on under-resourced communities. Its Winter Ecology Program brings educators from Manice into partner schools like ours on a weekly basis from November to April for lessons in ecology topics, such as animal adaptation. Its fall and spring programs are conducted at Manice; partnering schools send students for a three-day, two-night experience at the center. While our Manice educators focus on science with the students, their lessons and activities embed key literacy skills that will help us with our goal.
  - **Prep 9/TEAK/The Oliver Program** are three academic programs that offer specialized academic preparation for the students who are academically advanced at our school. We target students for these programs early in the academic year and provide the support they need to enroll and be successful in these programs.
  - **Urban Male Leadership Program** is a program that takes strategic action to increase the number of Black and Latino males in higher education. We have partnered with this program to host our young men at Lehman College, give them a tour of the campus, and speak to them about the academic and character skills that are crucial for success in college and beyond.
  - **DREAM/SHSI Institute** is an after school and summer program that prepares students for success on the Specialized High School Exam. It targets specific students for enrollment, and we work to educate our families about this program and get them involved.

- **Legal Outreach** is a program that works with middle school students to expose them to careers in law. Their staff members visit our classrooms, work with introductory casework with students, and recruit our students to attend their Summer Law Institute. This institute is a five-week preparatory program that leads to the College Bound Program for successful students.
- **Positive Behavior Incentives and Supports** is a program to promote a positive and healthy school tone and to reward positive behavior on the part of students. We have fully committed to the PBIS program this year, with the addition of a full-time PBIS coordinator to our staff, a PBIS committee that meets weekly, and an integration of PBIS practices into our school's daily routines.

### **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Deepen the school community's understanding of what high-quality teaching looks like through professional development on DOE-selected competencies from Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching that support implementation of the Common Core:

100% of teachers will engage in PD sessions centered on improving their professional practice using DOE-selected domains of Danielson's Enhancing Professional Practice: A Framework for Teaching. 100% of teachers will be observed by Principal and Assistant Principals frequently by June 2013.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The DOE Instructional Expectations suggest three domains from Danielson's Framework for Teaching that support teachers' development as well as the school's implementation of the Common Core standards. They direct schools to engage teachers in collaborative study of these selected domains in order to build a common comprehension of these domains among the faculty. They also direct school leaders to use the domains in frequent formative classroom observations of teachers, in order to support improved practice across the school.

Data from our 2012 Learning Environment Survey results suggest that although instruction at our school, and professional development towards improving it, has many strengths, there is still room for improvement. In spring 2012, 70% of teachers agreed with the statement, "Overall, my professional development experiences this school year have provided me with teaching strategies to better meet the needs of my students." Student survey responses demonstrate the strength of teaching practice at the school: in spring 2012 79% of students agreed with the statement, "My teachers inspire me to learn" and 80% of students agreed with the statement, "My teachers give me extra help when I need it." While these results highlight our professional culture of excellence in teaching, they also indicate that further collaborative learning into domains of effective teaching practice would help to strengthen this culture.

Danielson reflects on the benefit of using a common language for improving practice. "Every profession establishes a language of practice, one that captures the important concepts and understandings shared by members of the profession...During conversations about practice, particularly when such conversations are organized around a common framework, teachers are able to learn from one another and to thereby enrich their own teaching" (Danielson, p. 6). By using the DOE-selected domains to direct teacher goal-setting, to inform observation feedback, and to organize professional development, we are organizing multiple opportunities for teachers to build their common understanding of quality teaching and develop their practice accordingly.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- *Teacher Goal-Setting: After introducing teachers to the schoolwide goals at the beginning of the year, each teacher then assessed his or her teaching practice along the three DOE-selected Danielson domains. For this process, teachers used “The Four Domains Self-Assessment,” found in The Handbook for Enhancing Professional Practice (Danielson 2008). Each teacher chose their weakest domain from the self-assessment and created a SMART goal to strengthen his or her practice in that area. Administrators met with teachers to review their goals at the beginning of the year, and to assess their progress toward their goals in the middle of the year. Administrators will meet with teachers at the end of the year to review their progress.*
- *Target Population(s): All Teachers*
- *Responsible Staff Members: Assistant Principals, Principal*
- *Implementation Timeline: August 2012 – June 2013*

### **Activity #2**

- *Professional Development Planning: Our administrative team has identified resources and structures to support teachers’ understanding of the Danielson framework, including the Handbook for Enhancing Professional Practice (2008), Implementing the Framework for Teaching (2009), videos and other resources on ARIS Learn, and professional development structures such as weekly grade team meetings, twice-monthly faculty conferences, and one-to-one meetings between administrators and teachers. The team will use these resources and structures to plan for professional development around the DOE-selected teaching domains.*
- *Target Population(s): All Teachers*
- *Responsible Staff Members: Assistant Principals, Principal*
- *Implementation Timeline: August 2012 – June 2013*

### **Activity #3**

- *Professional Development Implementation: Our administrative team will implement one cycle of professional development for each of the selected Danielson domains. Each cycle will last approximately three sessions and will include all members of the school faculty. Activities at these sessions will include:*
  - *Collaboratively viewing published videos of teaching practice;*
  - *Recording low-inference observations of this practice;*

- *Directing participants to rate of the recorded teaching along the selected domains;*
- *Facilitating whole-group discussions of the ratings assigned by each participant;*
- *Pairing teachers together for intervisitations and collaborative viewing of classroom videos; and*
- *Facilitating “critical friends” feedback between partner teachers about their practice along the selected domains;*
- ***Target Population(s): All Teachers***
- ***Responsible Staff Members: Teachers, Assistant Principals, Principal***
- ***Implementation Timeline: August 2012 – June 2013***

**Activity #4**

- ***Ongoing Formal and Informal Observation Cycles: School leaders conduct observations of teachers and debrief with teachers around their practice. In these debriefing conversations, teachers and administrators norm their definitions of strong teaching practice and sharpen their understanding of the Danielson Framework.***
- ***Target Population(s): All Teachers***
- ***Responsible Staff Members: Teachers, Assistant Principals, Principal***
- ***Implementation Timeline: August 2012 – June 2013***

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

     Tax Levy         Title I               Title IIA               Title III               Grants               Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- ***PENCIL is a program that enables business volunteers to share their ideas, talents, and skills directly with schools. School-Business Partners collaborate to develop strategic solutions to school challenges and needs by strengthening school leadership, building school capacity, and enriching student learning. We have had a relationship with our PENCIL partner for***

*two years. She has visited our school, discussed our school-wide priorities with our principal, and advised us on matters such as school branding, fundraising, and enrichment.*

- ***CHAMPS** is an initiative of the New York City Department of Education that promotes student physical education during middle school. We participate in CHAMPS program in the winter and the spring at our school, during their basketball and their baseball seasons.*
- ***Fitnessgram** is a health-related, criterion-based assessment, which is used to support students as they pursue personal fitness goals for lifelong health. We administer the Fitnessgram each year, help students understand and set goals based on their Fitnessgram scores, and share this information with our students' families.*

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• <i>Students are guided in choosing independent reading books that meet their independent reading level. <b>Individual conferences with students help teachers assess students' comprehension of the texts they have selected.</b></i></li> <li>• <i>Teachers <b>scaffold concepts, preview vocabulary, and give graphic organizers</b> to students to support their comprehension of complex content.</i></li> <li>• <b>Student partnerships</b> in reading support students' comprehension of texts, including their comprehension of advanced vocabulary.</li> <li>• Our SETTS, ESL, and Special Education teachers provide additional support for students in <b>push-in and pull-out</b> settings. They also <b>modify major assessments</b> for students with IEPs.</li> <li>• Teachers use interactive read-aloud to build engagement and comprehension of complex texts.</li> <li>• Teachers use a <b>standardized</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading conferences: one-to-one</li> <li>• Push-in and Pull-out support: small-group targeted instruction</li> <li>• Student partnerships: one-to-one</li> <li>• Curricular supports in reading and writing: Whole-class</li> <li>• Afterschool tutoring: Small-group targeted support</li> </ul>	<p><i>All services are provided during the school day, with the exception of afterschool tutoring, which occurs two afternoons weekly.</i></p>

	<p><b>rubric</b> to assess student writing. Students receive instruction in how to use this rubric to assess and improve their own written pieces.</p> <ul style="list-style-type: none"> <li>• AIS students also receive afterschool tutoring using the <b>computer-based i-Ready program</b>, which assesses students using an electronic diagnostic and provides students with interactive lessons customized to their needs.</li> </ul>		
Mathematics	<ul style="list-style-type: none"> <li>• All of our students are enrolled in Math skills class three times each week. During this class, students use a <b>individualized differentiated computer program</b> called SkillsTutor to receive targeted practice.</li> <li>• Our SETTS, ESL, and Special Education teachers provide additional support for students in <b>push-in and pull-out</b> settings. They also <b>modify major assessments</b> for students with IEPs.</li> <li>• AIS students also receive afterschool tutoring using the <b>computer-based i-Ready program</b>, which assesses students using an electronic diagnostic and provides students with interactive lessons customized to their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Math Skills class: Individualized instruction through a computer-based program</li> <li>• Push-in and Pull-out Support: Small-group targeted instruction</li> <li>• Afterschool tutoring: Small-group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Math Skills class: 3 periods/week during the school day</li> <li>• Push-in and Pull-out support: 2-8 periods/week during the school day</li> <li>• Afterschool tutoring: Twice weekly</li> </ul>
Science	<ul style="list-style-type: none"> <li>• <i>Our Science teachers expose students to <b>hands-on, in-depth science investigations</b> that are focused on making abstract concepts more concrete.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Instructional approaches, reading practice, and additional supports: Whole-class</li> <li>• Push-in and Pull-out support:</li> </ul>	All services are provided during the school day.

	<ul style="list-style-type: none"> <li>• <i>Students work with <b>partners and in small groups</b> to support one another's progress in science labs and other assessments.</i></li> <li>• <i>Teachers give students targeted <b>practice with core reading strategies</b> by dedicating at least one period each week to reading from <u>Science World</u> magazine.</i></li> <li>• <i>Students receive <b>checklists, rubrics, and benchmark deadlines</b> to successfully complete major assessments, such as their Science Expo projects.</i></li> <li>• <i>Special education teachers work with Social Studies teachers to make <b>modifications</b> to major tasks and assessments for students with IEPs.</i></li> <li>• <i>SETTS and ESL teachers provide individual support for students in <b>push-in and pull-out</b> settings.</i></li> </ul>	<p>small-group targeted instruction</p> <ul style="list-style-type: none"> <li>• Student partnerships and groups: one-to-one and small-group</li> </ul>	
Social Studies	<ul style="list-style-type: none"> <li>• <i>Our Social Studies teachers use <b>tiered readings</b> to facilitate all students' understanding of content readings.</i></li> <li>• <i>Teachers use <b>chunking</b> to facilitate students' navigation of difficult texts.</i></li> <li>• <i>Teachers <b>preview vocabulary</b> before reading prior to reading complex passages with students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Instructional approaches, reading practice, and additional supports: Whole-class</li> <li>• Push-in and Pull-out support: small-group targeted instruction</li> </ul>	<ul style="list-style-type: none"> <li>• All services are provided during the school day.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Special education teachers work with Social Studies teachers to make <b>modifications</b> to major tasks and assessments for students with IEPs.</i></li> <li>• <i>Teachers provide <b>graphic organizers</b> to help students organize their notes from reading and prepare for writing.</i></li> <li>• <i>Teachers <b>scaffold skills</b> prior to engaging students in reading tasks.</i></li> </ul>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>• Group counseling</li> <li>• Individual counseling</li> <li>• Family counseling</li> <li>• Referrals to outside counseling agencies</li> <li>• Participation in the Advisory committee to support the weekly schoolwide Advisory program, including individual teacher-advisors, in guiding at-risk students to make wise decisions for their future</li> </ul>	<p>One-to-one, small group, and whole-school support</p>	<p>All services provided during the school day.</p>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- *Administrative staff attends hiring fairs and networks with teacher preparation programs to identify and recruit highly-qualified teachers.*
- *Mentors are assigned to support first-year and struggling teachers.*
- *All teachers have received Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching. They have completed their own self-assessments for the three targeted domains in the framework and they have used these self-assessments to set goals for their professional growth.*
- *Teachers participate in a variety of ongoing professional development activities, including weekly or monthly curriculum planning meetings, weekly department meetings, weekly grade team meetings, and monthly faculty conferences. Agendas for these meetings are planned strategically by the Cabinet to follow a logical sequence aligned with the school's goals.*
- *Administrators conduct ongoing, frequent formal and informal observations with teachers and debrief with teachers around areas of strength and next steps.*

**Mott Hall III-Middle School 128**  
**580 CROTONA PARK SOUTH, BRONX, NEW YORK 10456**  
**TEL (718) 842-6138 • FAX (718) 842-6348**  
**www.MottHall3.com**

---

Jorisis Stupart, Principal  
Joanna Mora, Assistant Principal  
Rachel Rymer, Assistant Principal

**PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**Mott Hall III-Middle School 128**  
**580 CROTONA PARK SOUTH, BRONX, NEW YORK 10456**  
**TEL (718) 842-6138 • FAX (718) 842-6348**  
**www.MottHall3.com**

---

Jorisis Stupart, Principal  
Joanna Mora, Assistant Principal  
Rachel Rymer, Assistant Principal

**SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>104</b>	District <b>9</b>	Borough <b>Bronx</b>	School Number <b>128</b>
School Name <b>Mott Hall III</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Jorisis Stupart</b>	Assistant Principal <b>Joanna Mora</b>
Coach <b>Rachel Rymer</b>	Coach <b>Tonya Charity</b>
ESL Teacher <b>Anita Rodriguez</b>	Guidance Counselor <b>Jennifer Simon</b>
Teacher/Subject Area <b>James Goldstein/ELA</b>	Parent <b>Manuel Diaz</b>
Teacher/Subject Area <b>Erica Pajerowski/SpEd</b>	Parent Coordinator <b>Ernesto Martinez</b>
Related Service Provider	Other
Network Leader <b>Bob Cohen</b>	Other <b>Cluster Leader Corinne Anselmi</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>365</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>7.95%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

(Part II

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

- The school's ESL teacher, Anita Rodriguez conducts the initial screening and administers the HLIS and LAB- R. He meets with parent and student and discusses the home language survey with the family to make an initial determination of the child's home language.
- Parents are given a HLIS (Home Language Identification Survey) to determine what language the child speaks at home. An informal oral interview in English and in the native language is conducted.
- If the HLIS determines that a language other than English is spoken in the child's home, the LAB-R (Language Assessment Battery- Revised) is administered by Ms. Rodriguez who is our state certified ESL teacher. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.
- The parents are informed by our ESL teacher of their options for ELL services by use of translated materials (DVD & brochure).
- Students that score below proficiency are eligible for mandated ELL services. The parents for students who are initially eligible for the program are provided with a letter of entitlement for services and placement, a parent survey and program selection form. For students who previously participated in the program and will continue to be eligible for services, continuation letters will be sent to their parents.

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

2.
  - a. Ms. Rodriguez (ESL Teacher) and Parent Coordinator (translator for Spanish speaking parents) meet with the parents and inform them of their options for ELL services through the use of translated materials (DVD & brochure). This is done the same day that the parent comes in to register the student along with the distribution of the HLIS.
  - b. Outreach services include translation of documents, translator services, informational and questions-and-answer sessions on curriculum night, one-on-one meetings, and phone contacts.
3.
  - a. Entitlement letters and Parent Survey and Program Selection forms are distributed the day the LAB-R is given to the student.

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

b. Continued Entitlement Letters are sent to those students that score below proficiency on the NYSESLAT as they continue to receive services.

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

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

5. The 2011-12 school year is the second year that we had students who have immigrated from another country and take the LAB-R for the first time.

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)								0						0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							9	12	8					29
<b>Total</b>	0	0	0	0	0	0	9	12	8	0	0	0	0	29

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	4	Special Education
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years) 17

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	29				1	2		2	5	29
<b>Total</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>29</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	8	8					23
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	3	0					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part IV: ELL Programming

Part A

1. A. ELL instruction is delivered using the push-in and pull-out models. During push-in instruction, teachers collaborate, instruct and assess the progress of the ELLs and other students at lower proficiency levels. The benefit of this ESL methodology is that it will accomplish enhancing student skills in the four modalities, listening, speaking, reading and writing. Some students are emergent readers in their native language as well as English, and we use picture books, leveled books and native language books to differentiate instruction. The ESL methodologies will provide explicit instruction in listening, speaking, reading and writing in individual or small group activities.

## A. Programming and Scheduling Information

During self-contained instruction, students are organized into mixed proficiency level groups, where scaffolding and differentiation of instruction are used. The ESL teacher differentiates learning tasks and materials and provides a variety of verbal and non-verbal supports.

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

2. At Mott Hall III, students present a range of proficiencies from beginner to advanced ability levels. The ESL teacher's program is structured in a way that all students receive their mandated instruction. All classes at Mott Hall III are 60 minutes in length. All advanced students receive 180 minutes of instruction per week. All intermediate or beginner students receive 360 minutes of instruction per week. Ms. Rodriguez either pushes into their classroom or pulls out to provide literacy based instruction aligned to the mandatory timeframe allocated by the state. All advanced students receive 180 minutes of ELA instruction per week as mandated by CR Part 154 either through literacy and/or the content areas. Because there is no TBE or Dual Language program at Mott Hall 3, no NLA instruction is given. However, bilingual glossaries are provided to students in class and at home to support students who remain dominant in their native languages.

3. All ESL instruction is provided in English. The collaboration in classes that Ms. Rodriguez pushes into includes an ESL approach to literacy/science that supports the four modalities across the curriculum, listening speaking, reading and writing. Small group instruction focuses on scaffolding content so that students will be able to meet the Core Curriculum Standards in their respective subject areas supported by use of glossaries at home and in school when possible and/or needed.

4. At the point of admission to the Mott Hall 3 community, the use of HLIS, the interactions with parent, the informational materials and meetings serve as the first layer of ensuring that students could be identified. The subsequent assessments and their class teachers are other sources of identifying the student's eligibility or need for services.

5.

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

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

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

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

6. The eight students that are designated as special needs ELLs will be invited to attend after school and Saturday Academy. These students will also be immersed in the English language through teacher read alouds and think alouds, reading partners, books on tape and small guided reading groups. Students are receiving ESL strategies through push in and an enrichment program that promotes mentoring/role models through readers theater, pull out, instruction, scaffolds for reading and writing during push-in and tutorials services before/after school program to build and support language development/proficiencies. Use/Development of the Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Learning Approach of (CALLA) encompasses learning strategies that provide scaffolds along with Bilingual glossaries whenever needed and/or possible and use of readers theater in the content areas/literacy

7. Flexible scheduling to include push in, pull out and instructional enrichment for beginners and intermediates as well as reading and writing across the content area allows for alignment of curriculum/instructional support for all ELLs.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

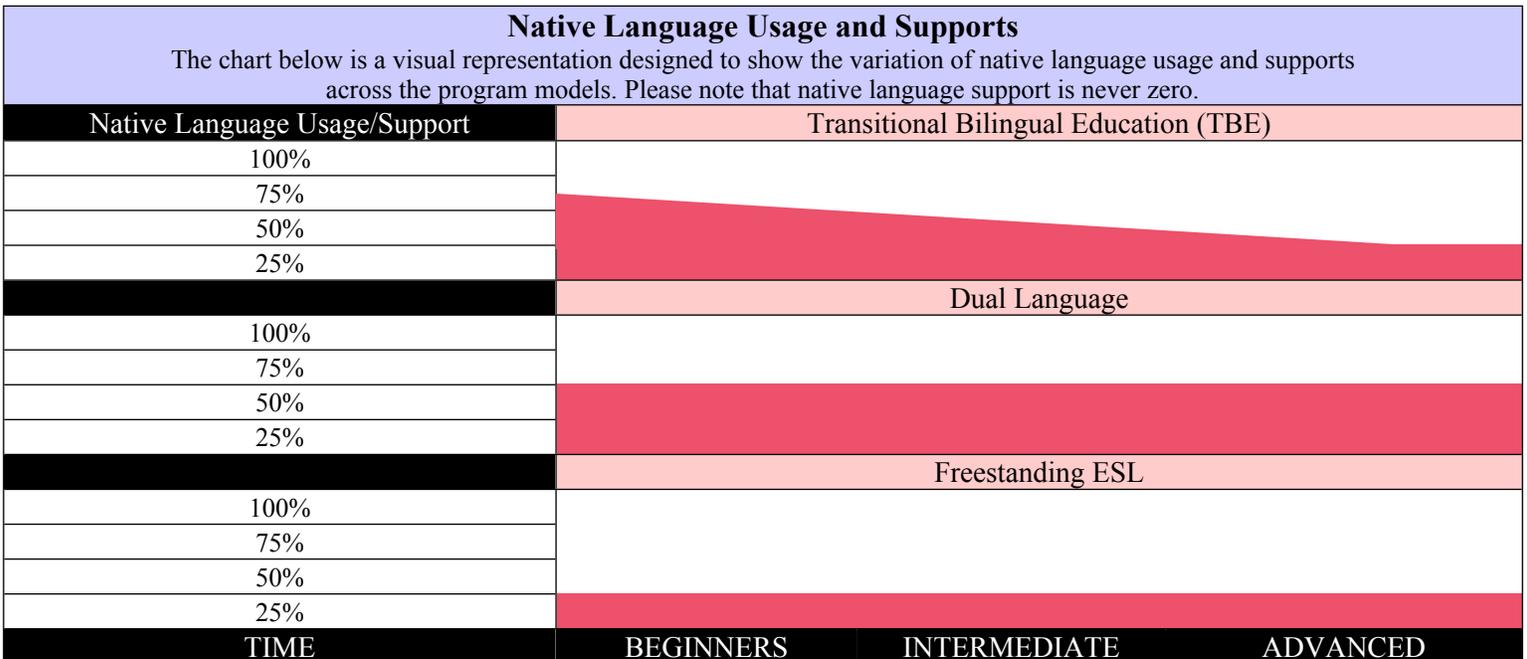
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

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

### Part B

8. Some of our targeted intervention programs for ELLs are provided as both a push in and a pull out model to include flexible grouping activities, explicit vocabulary development, small group and individual activities using scaffolding and on going assessments. We also use small guided reading and writing groups for advanced ELLs, after school AIS, Saturday Academy, reading partners, peer editing for all ELLs and readers theater for the beginning and intermediate ELLs. All programs are offered in English.
9. Students who have achieved proficiency on the NYSESLAT will continue to receive testing accommodations and be invited to after school and Saturday Academy.
10. We do not have any new programs this year.
11. No programs or services will be discontinued at this time. The development of an enrichment program for beginners and intermediate students based on reading and vocabulary development this year will support students at the beginning of the language proficiency continuum
12. All students are afforded equal access to all programs. If there is an issue with parent translations, the Parent Coordinator translates facilitates support.
13. The following materials are used for ELL instruction:
  - Readers Theater
  - Internet research
  - Smart boards
  - Flash cards
  - Graphic organizers
14. Native language support is delivered in the following manner:
  - Translated materials
  - Buddy system
  - Use of bilingual glossaries /ESL literacy strategies for students aligned with the ELA/Content Area curriculum(BICS and CALP)
15. Yes. All materials are grade and age appropriate.
16. Before school starts we have a student orientation. Students are introduced to their new school, teachers, fellow classmates and curriculum. We also have a new parent meeting to better familiarize the parents with our school and programs.
17. At this time we do not offer a foreign language.

### C. Schools with Dual Language Programs

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

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

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

#### Part D: Professional Development

1. Ms. Rodriguez attends Professional Development workshops whenever required by the school/network
2. She will provide workshops to teachers with the necessary skills to assist the ELL population. The workshops will include content such as the stages of language acquisition, BICS and CALP, ESL Literacy strategies and skill development
3. For the 2011-12 school year, Ms. Rodriguez will participate/initiate collaborative team meetings and ELA/Content Area planning to focus on the instructional strategies for ELLs. We will also receive professional development based on the ELL population from our network. In addition, teachers are invited to attend workshops through the Office of English Language Learners.

### E. Parental Involvement

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

#### E: Parental Involvement

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

## Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A							8	9	1				
	P							1	3	7				
READING/ WRITING	B													
	I							2	2	4				
	A							3	7	4				
	P							4	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	4			9
7	5	7			12
8	1	7			8
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			7		2		0		9
7			5		7				12

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

### Additional Information

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

Part B.

1. Our school uses the New York State ELA Exam, the TC Assessments and the NYSESLAT in order to assess literacy skills. 19 out of the 29 ELLs scored on the advanced level on the speaking/listening section of the NYSESLAT, while 15 out of the 29 have scored advanced on the reading/writing section. On the NYS ELA exam, all of our students scored a level 1 or 2. This data suggests that our ELL population needs an enormous amount of support by all of their teachers in the areas of reading and writing as well as listening and speaking. Students will need more scaffolding and individualized instruction/conferencing during reader's and writer's workshop in addition to explicit vocabulary development and many opportunities for speaking/listening and writing. The students will be immersed and supported through basic interpersonal communication strategies and cognitive academic language. Their ESL teacher will provide strategies through reading, writing and content area instruction. Specifically, vocabulary development, readers theater, read alouds, think alouds, reading partners, books on tape, use of glossaries/bilingual dictionaries, word walls, linguistic skill development and small guided reading/writing groups formed during our pull out and push in ESL model of instruction.

2. We have the least amount of ELL students in the eighth grade. In 2011-2012, we have 12 ELLs in the seventh grade and 9 in the 6th grade. By the end of the eighth grade it is our mission that our students make sufficient progress moving from one level to the next and therefore pass the NYSESLAT.

3. Many students are deficient in the Reading and Writing sections of the NYSESLAT. Students score on the Intermediate level in the sixth, seventh and eighth grades.

This data suggests that our ELL population needs an enormous amount of support by all of their teachers in the areas of reading and writing which includes the expertise of our ESL teacher. Students will need additional support through collaborative and individualized instruction during reader's and writer's workshop. The students will be provided with language scaffolds based on the four modalities, listening, speaking, reading and writing across the curriculum. Cognitive and linguistic skills and strategies will be utilized during pull outs and push

ins with our English Language Learners.

4. On the NYS ELA exam 100% of the students scored on a level 1 or 2. We have the least amount of ELL students in the eighth grade and continue to support these students through reading and writing in the content areas. For the 2010-2011, we had nine ELLs in the sixth and twelve in the seventh. Four of those students passed the NYSESLAT and currently there are eight students in the eighth grade that still in need ESL services. By the end of the eighth grade it is our mission for those remaining students to pass the NYSESLAT. This data suggests that our ELL population needs an enormous amount of support by all of their teachers in the areas of reading and writing.

Students will need more scaffolding and individualized support to assist students during reader’s and writer’s workshop. The students will be immersed in the English language through language experience stories, cloze procedure, storytelling, shared book experiences, writing process, teacher read alouds and think alouds, reading partners, books on tape use of graphic organizers and cognitive/linguistic skill development and small guided reading/writing groups.

5. We do not have a dual language program, however our ESL teacher continues to support our ELL population.

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

## Part VI: LAP Assurances

**School Name:** Mott Hall III

**School DBN:** 09X128

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jorisis Stupart	Principal		10/30/11
Joanna Mora	Assistant Principal		10/30/11
Ernesto Martinez	Parent Coordinator		10/30/11
Anita Rodriguez	ESL Teacher		10/30/11
Manny Diaz	Parent		10/30/11
James Goldstein	Teacher/Subject Area		10/30/11
Erica Pajeroski	Teacher/Subject Area		10/30/11
Tonya Charityi	Coach		10/30/11
Rachel Rymer	Coach		10/30/11
Jennifer Simon	Guidance Counselor		10/30/11
Bob Cohen	Network Leader		10/30/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 09X128      **School Name:** Mott Hall III

**Cluster:** 1      **Network:** 104

**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.

Parents are given a Home Language Identification Survey to determine what language the student speaks at home. An informal interview is also administered an informal interview in English and the native language is conducted. If a parent is only able to communicate in their native language, documentation and translation services will be provided for them. This information is then recorded in ATS by the secretary. According to ATS, 42% of parents need documents translated into Spanish, while less than 1% of parents need documents translated into other languages. Data provided by the Department of Education indicate that Mott Hall III is comprised of approximately 65% Hispanic students, 32% African American students and 3% of other ethnicities. In addition, we are in close communication with the families of our students, giving us firsthand knowledge of our interpretation needs. We know with confidence that Spanish is our number one translation and interpretation priority.

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

We understand that Spanish speaking Mott Hall III staff members must always be available to communicate with our Spanish speaking parents. We are also aware that parent letters, brochures, calendars, etc. must be translated for our Spanish speaking family members.

## Part B: Strategies and Activities

---

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

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

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

The Mott Hall III Translation and Interpretation team is comprised of our principal, assistant principal, parent coordinator and ESL teacher. The parent coordinator and office assistant are available for oral interpretation. When they are not available, teachers assist with oral interpretation.

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

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