



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MOTT HALL COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X467

PRINCIPAL: JENNIE GARRISON

EMAIL: JGARRISON4@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Jennie Garrison David Pretto	*Principal or Designee	
Vincent Mancino	SLT Chairperson	
Emilia Albo	*UFT Chapter Leader or Designee	
Colleen Hill	*PA/PTA President or Designated Co-President	
Rosa Cipolla	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	
Yasemin Tomko	Member/ Teacher	
Steven Aufiero	Member/ Teacher	
Cathy Panarese	Member/ Parent	
Jose Gonzalez	Member/ Parent	
Betsy Uloa	Member/ Parent	
	Member/ Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Develop a system to empower all teachers to know their student’s needs, strengths, achievements and individual learning preferences across content areas on a regular basis to support targeted instruction.” (SQR 2011 – 2012, p. 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader’s vision

____ 2.4 School leader’s use of resources

____ 2.3 Systems and structures for school development

× ____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers will receive at least ten informal observations including regular, actionable feedback in accordance with the language of the Danielson Framework in order to better identify students’ needs and learning preferences across content areas with the goal of improving student performance, particularly students with disabilities and ELLs.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Formal and informal observation cycles aligned to the domains of the Danielson framework provide feedback and next steps to teachers to facilitate differentiation in the classroom: Each observation cycle will be focused on a single domain of the teaching framework, and will last approximately six weeks. Each teacher will be observed informally four times and formally one time. Formal and informal observations will be based on a rubric aligned to the teaching framework and New York City’s initial categories for teacher effectiveness (ineffective, developing, effective, or highly effective). Prior to the start of each cycle of observation, rubrics will be distributed to and discussed with all staff members. During the course of observation cycles, feedback from the prior informal observation will be cycled into the next informal observation to ensure that all feedback is actionable. Teachers are encouraged to use the feedback to inform professional goal setting, as well as guide their choices and requests for professional development.

Professional development surrounding the domains of the Danielson framework will be offered weekly to all staff. ARIS LEARN, Common Core Library, and EngageNY will be the primary resources utilized for this professional development. Mott

Hall Community School has adjusted the 37.5 minute extended day tutoring schedule to include two fifty-minute, extended-day academic intervention periods with small groups of students, and one fifty-minute, whole-staff professional development. Each week teachers participate in PD activities, including those centered on the domains of the Danielson framework. Additionally, further professional development is offered to staff after school hours, which is coordinated and conducted by the curriculum specialist.

Weekly department meetings where teachers, curriculum specialist and administration analyze data and develop curriculum centered on feedback received in observation cycles: Each teacher has a department meeting programmed into their schedule. These meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. Discipline-specific teams collaboratively look at student work across the grade levels in order to gain a longitudinal perspective on the strengths and weaknesses of the school's curriculum and pedagogy, and teachers are able to share successful practices and activities with their departmental colleagues. Data sources include, but are not limited to, state assessment results, progress reports, report cards, Engrade online gradebooks, midterm examinations, Lexile reading levels, Achieve 3000 and Study Island skill trackers, Acuity interim assessment results, and CCLS-aligned task results in ELA, mathematics, social studies, and science.

Academic Intervention: Students requiring additional targeted instruction beyond the regular school day will be referred to extended-day tutoring on Tuesdays and Thursdays for 50-minute blocks of small-group targeted instruction. Teacher-student ratios are held at no greater than 1:5. Data sources are consulted and utilized to place students in six-week extended-day tutoring cycles. Before the start of the next cycle of extended day tutoring, teachers and administration meet and analyze current data and trends over the course of the school year to determine student rosters for the next cycle. Saturday Leadership Academy provides students with further academic intervention, with a small-group intensive session that provides further small-group targeted instruction for at-risk students, including Achieve 3000 and Study Island.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus

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).

Curriculum specialist position will be funded with Priority Focus and Title I funds. Professional development will be funded through teacher and supervisor per-session and funds allocated for Instructional Leads. These professional development activities will occur weekly, after school hours, and will focus on the current domain of the observation cycle. This will provide for school-based opportunities for teacher growth in relation to the competencies delineated in the Danielson framework. The Saturday Leadership Academy will be funded through teacher and supervisor per-session funds.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Refine curricula in order to prioritize habits and higher order thinking skills for all subject areas and grades with a keen eye towards students with disabilities and English language learners.” (SQR 2011 – 2012, pg 4)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 90% of teachers will engage in the collaborative inquiry process on teacher teams to develop curriculum maps and rigorous Common Core-aligned units of study that include common benchmark assessments and a culminating performance task with targets and multiple entry points to ensure student success, specifically including ELLs and students with disabilities, as evidenced by artifacts from teacher team meetings and observations.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Mott Hall Community School has programmed a weekly department meeting into every teacher's schedule, and has adjusted the 37.5 minute extended-day tutoring schedule to incorporate two fifty-minute periods of academic intervention with students and one day of professional development. Voluntary professional development coordinated by Instructional Leads is offered weekly after school hours. Additional times slated for PD include Election Days and Chancellor's Conference Days. During these periods, all staff members will participate in professional development activities surrounding curriculum design topics. Resources for professional development will include ARIS LEARN, EngageNY, Common Core Library, and www.cast.org.

Understanding by Design template and principles will be the framework for unit planning in all core subject areas, and each unit will be aligned to Common Core Learning Standards in literacy or mathematics. Webb's Depth of Knowledge will be the framework for designing questioning and discussion techniques as well as infusing and tracking higher-order thinking skills in the curriculum. Universal Design for Learning will be the framework for differentiating instruction, including the development

of multiple entry points in lesson planning refine curricula for ELLs and student with disabilities. Professional development in Achieve 3000 (literacy) and Study Island (math and literacy) will provide staff with differentiated resources that will be infused into each curricular unit and utilized weekly by all students.

The position of curriculum specialist was created to facilitate the development of the evolving curriculum and CCLS-aligned performance tasks. This staff member leads department team meetings and provides support to school staff in curriculum and instruction. At the beginning of the year, curriculum maps are outlined and reviewed by teachers, curriculum specialist, and administrators. Teacher-developed baseline assessments in all core subject areas are administered, and an item analysis of the results is utilized to inform the development of multiple entry points in each unit plan and lesson plan. ELA teachers also administer Performance Series reading assessment for baseline reading level data. Unit plans are submitted monthly. Teacher-developed midterm examinations are administered twice during the year, and in conjunction with Acuity periodic assessment data in ELA and math and data collected from Achieve 3000 and Study Island, this data is used to develop purposeful groupings and assess student progress from the baseline assessments, as well as inform unit planning and CCLS task development for the remainder of the school year. All CCLS-aligned tasks are designed to incorporate opportunities for student choice as a core differentiation feature.

Instructional Leads will participate in monthly professional development provided by network staff. This professional development is centered on the development of CCLS-aligned units and tasks, and the principles of Universal Design for Learning. Instructional Leads will turnkey the information from these meetings to school staff to be incorporated into unit plans and lesson plans. Instructional Leads will oversee the infusion of strategies into the curriculum.

The creation of the position of community associate will provide Mott Hall Community School with a staff member who gathers, assembles, and disseminates school-wide data for administrative and pedagogical review for department-wide and school-wide action plans.

School staff will engage in a collaborative process of looking at student work in literacy and mathematics at least four times during the school year, using the analysis of the CCLS-aligned performance tasks results and the results of Acuity periodic assessment extended responses. Protocols for looking at student work will be implemented for these activities, and data gathered will be used to make adjustments to remaining units and instruction for the following year.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus

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).

Curriculum specialist position will be funded with Priority Focus and Title I funds. Professional development will be funded through teacher and supervisor per-session and funds allocated for Instructional Leads. These professional development activities will occur weekly, after school hours, and will focus on the current domain of the observation cycle. This will provide for school-based opportunities for teacher growth in relation to the competencies delineated in the Danielson framework. The Saturday Leadership Academy will be funded through teacher and supervisor per-session funds.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Ensure consistency in differentiating instruction based on data analysis in order for lesson planning to reflect purposeful grouping, differentiated tasks and targeted questioning to promote student achievement.” (SQR 2011-2012: p. 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

× 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers will consistently differentiate instruction based on data analysis resulting in purposeful grouping, differentiated tasks and targeted discussion and questioning techniques to promote student achievement at all levels. By June 2013, 75% of teachers will enhance the evolving school-wide coherent curriculum through the infusion of Universal Design for Learning strategies as evidenced by curriculum maps and unit plans that are aligned to NYC-selected CCLS in literacy and mathematics.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) key personnel and other resources used to implement these strategies/activities,
 - g) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - h) timeline for implementation.

Mott Hall Community School has programmed a weekly department meeting into every teacher's schedule, and has adjusted the 37.5 minute extended-day tutoring schedule to incorporate two fifty-minute periods of academic intervention with students and one day of professional development. Voluntary professional development coordinated by Instructional Leads is offered weekly after school hours. Additional times slated for PD include Election Days and Chancellor's Conference Days. During these periods, all staff members will participate in professional development activities surrounding curriculum design topics. Resources for professional development will include ARIS LEARN, EngageNY, Common Core Library, and www.cast.org.

Understanding by Design template and principles will be the framework for unit planning in all core subject areas, and each unit will be aligned to Common Core Learning Standards in literacy or mathematics. Webb's Depth of Knowledge will be the framework for designing questioning and discussion techniques as well as infusing and tracking higher-order thinking skills in the curriculum. Universal Design for Learning will be the framework for differentiating instruction, including the development

of multiple entry points in lesson planning refine curricula for ELLs and student with disabilities. Professional development in Achieve 3000 (literacy) and Study Island (math and literacy) will provide staff with differentiated resources that will be infused into each curricular unit and utilized weekly by all students.

The position of curriculum specialist was created to facilitate the development of the evolving curriculum and CCLS-aligned performance tasks. This staff member leads department team meetings and provides support to school staff in curriculum and instruction. At the beginning of the year, curriculum maps are outlined and reviewed by teachers, curriculum specialist, and administrators. Teacher-developed baseline assessments in all core subject areas are administered, and an item analysis of the results is utilized to inform the development of multiple entry points in each unit plan and lesson plan. ELA teachers also administer Performance Series reading assessment for baseline reading level data. Unit plans are submitted monthly. Teacher-developed midterm examinations are administered twice during the year, and in conjunction with Acuity periodic assessment data in ELA and math and data collected from Achieve 3000 and Study Island, this data is used to develop purposeful groupings and assess student progress from the baseline assessments, as well as inform unit planning and CCLS task development for the remainder of the school year. All CCLS-aligned tasks are designed to incorporate opportunities for student choice as a core differentiation feature.

Instructional Leads will participate in monthly professional development provided by network staff. This professional development is centered on the development of CCLS-aligned units and tasks, and the principles of Universal Design for Learning. Instructional Leads will turnkey the information from these meetings to school staff to be incorporated into unit plans and lesson plans. Instructional Leads will oversee the infusion of strategies into the curriculum.

The creation of the position of community associate will provide Mott Hall Community School with a staff member who gathers, assembles, and disseminates school-wide data for administrative and pedagogical review for department-wide and school-wide action plans.

School staff will engage in a collaborative process of looking at student work in literacy and mathematics at least four times during the school year, using the analysis of the CCLS-aligned performance tasks results and the results of Acuity periodic assessment extended responses. Protocols for looking at student work will be implemented for these activities, and data gathered will be used to make adjustments to remaining units and instruction for the following year.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus

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).

Curriculum specialist position will be funded with Priority Focus and Title I funds. Professional development will be funded through teacher and supervisor per-session and funds allocated for Instructional Leads. These professional development activities will occur weekly, after school hours, and will focus on the current domain of the observation cycle. This will provide for school-based opportunities for teacher growth in relation to the competencies delineated in the Danielson framework. The Saturday Leadership Academy will be funded through teacher and supervisor per-session funds.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Students who get good grades in my school are respected by other students.”

“disagree – 28%”

“strongly disagree 13%”

(Learning Environment Survey 2012: pg. 8)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school will create a culture and spirit that fosters student achievement and celebrates success and pride, as evidenced by a 15% increase in the amount of students responding either "agree" or "strongly agree" to the statement "Students who get good grades in my school are respected by other students" on the Learning Environment Survey.

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:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) key personnel and other resources used to implement these strategies/activities,
 - k) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - l) timeline for implementation.

At the beginning of the year, the principal develops several committees to address various initiatives that will help create a culture that fosters student achievement; committees include anti-bullying, nutrition and fitness, awards, field trips, and media. The principal encourages staff members to volunteer to serve on multiple committees; point people are nominated, and committees hold regular meetings and distribute minutes to the school and posts them on their webpage on the school's website. The awards committee will organize ceremonies and awards for honor roll students each quarter, as well as assist in the creation of other awards, field trips and incentives for students who achieve at a high level. Administration will plan and coordinate quarterly field trips for students on the honor roll. The creation of an anti-bullying committee will focus on creating a positive social/emotional environment aimed at academic success. This committee will hold assemblies, gather and disseminate current data on bullying, and actively involve students in activities that promote student achievement. The media committee will actively seek out media coverage of student achievement, and maintain a bulletin board within the school. The talent show committee will hold two talent shows over the course of the year to celebrate the artistic achievements of MHCS

students.

Student leaders and staff members will collaborate in the development of a regular podcast celebrating the successes of students. This podcast will be posted on the school website regularly. The dean will oversee the section sheet challenge to reward positive behavior and habits by large groups of students, and maintain bulletin boards tracking the competition between classes on each grade level.

At regularly scheduled grade-level team meetings, strategies will be discussed for recognizing those students who are putting in extra effort. Additionally, the team will brainstorm ways to reward this behavior and pay more attention to it, and less attention to negative behavior. Instead, students requiring attention for negative behavior will be incorporated into MHCS "Big Brother/Big Sister" program. Students identified as at-risk will be "adopted" by a staff member, who makes extra efforts to be involved in facilitating the success of one or more students.

Saturday Leadership Academy includes modules in anti-bullying and nutrition and fitness.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus

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).

Curriculum specialist position will be funded with Priority Focus and Title I funds. Professional development will be funded through teacher and supervisor per-session and funds allocated for Instructional Leads. These professional development activities will occur weekly, after school hours, and will focus on the current domain of the observation cycle. This will provide for school-based opportunities for teacher growth in relation to the competencies delineated in the Danielson framework. The Saturday Leadership Academy will be funded through teacher and supervisor per-session funds.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“How often during this school year have you been invited to a workshop, program, performance or other event at your child’s school?”

“every few months – 14%”

“once or twice all year – 15%”

“never – 1%”

(Learning Environment Survey 2012: pg. 6)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school leaders will increase the percentage of parents who actively engage in school activities, with a focus on understanding expectations of the CCLS and their role in promoting their child's success at school, as measured by a 10% increase in parent response rate to the 2012-2013 Learning Environment Survey.

Strategies to increase parental involvement and engagement

- 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 XX through XX in this SCEP.
- Describe the research-based 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) staff 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.

MHCS administration, staff, and parents will collaborate on the development of a parent handbook. This handbook will be distributed to every parent. Additionally, a monthly calendar of Mott Hall events will be distributed to all families as well as maintained on the school website.

The creation of the position of community associate will facilitate the coordination of systematic outreach to families. This outreach will be based on data from progress reports, attendance, lunch forms, Medicaid, and other sources. The community

associate, in conjunction with the parent coordinator, will gather, organize and disseminate data for administrative review; this data will inform the development and revision of action plans to address issues and concerns of students and their families.

Mott Hall Community School will increase the number of events parents are invited to, including awards ceremonies, talent shows, and workshops. Additionally, MHCS will improve communication efforts; in addition to backpacking flyers home, the school will make phone calls home, mail letters, follow up with Global Connect calls and emails, and maintain the school website with current information and announcements. The creation of the position of community associate will facilitate these efforts.

The parent coordinator will develop and lead parent workshops on topics parents find most useful, including Engrade online grade book, ARIS, and the Common Core Learning Standards. Also, parent workshops in preparation for state assessments, navigating the school website, the high school selection process, and assisting students with organizational and study skills will be offered. The school will make a coordinated effort to reach out to parents inviting them to chaperone bi-weekly field trips, and encouraging their involvement in dances and other events.

The parent coordinator and the community associate will work in collaboration in the administration of the Learning Environment Survey, and will implement various strategies for ensuring a high percentage parent response rate.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus

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).

Curriculum specialist position will be funded with Priority Focus and Title I funds. Professional development will be funded through teacher and supervisor per-session and funds allocated for Instructional Leads. These professional development activities will occur weekly, after school hours, and will focus on the current domain of the observation cycle. This will provide for school-based opportunities for teacher growth in relation to the competencies delineated in the Danielson framework. The Saturday Leadership Academy will be funded through teacher and supervisor per-session funds.

Title I funding and Priority Focus Parent Engagement funding will be used to fund parent workshops.

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	New York ready ELA booklets Achieve 3000 web-based program	ELA AIS services are delivered in small groups; extended day tutoring student-teacher ratio is not to exceed 5:1.	During school, after school during extended-day tutoring, on Saturdays in the Saturday Leadership Academy, during winter break in the Holiday Leadership Academy, and during the February break in the February Leadership Academy
Mathematics	Kaplan Math booklets Study Island web-based program	Mathematics AIS services are delivered in small groups; extended day tutoring student-teacher ratio is not to exceed 5:1.	During school, after school during extended-day tutoring, on Saturdays in the Saturday Leadership Academy, during winter break in the Holiday Leadership Academy, and during the February break in the February Leadership Academy
Science	Glencoe Science	Science AIS services are delivered in small groups; extended day tutoring student-teacher ratio is not to exceed 5:1.	During school, after school during extended-day tutoring, on Saturdays in the Saturday Leadership Academy, during winter break in the Holiday Leadership Academy, and during the February break in

			the February Leadership Academy
Social Studies	Holt Social Studies	Social Studies AIS services are delivered in small groups; extended day tutoring student-teacher ratio is not to exceed 5:1.	During school, after school during extended-day tutoring, on Saturdays in the Saturday Leadership Academy, during winter break in the Holiday Leadership Academy, and during the February break in the February Leadership Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling focused on developing leadership skills, career development, peer mediation, and conflict resolution	Individual and group counseling	During the school day

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.

Vacant teaching positions will be filled with teachers identified as highly qualified by the No Child Left Behind Act. Teachers currently employed at MHCS will thoroughly review their certification and ensure that all requirements for maintenance are observed, including participation in 175 hours of professional development every five years. ARIS LEARN is utilized to provide professional development opportunities and track completed modules aligned to research-based teaching frameworks.

Weekly professional development is administered with staff every Wednesday, and further voluntary professional development is offered on a weekly basis. The curriculum specialist facilitates weekly department meetings to promote collaboration and the sharing of best practices, as well as provide support to department and grade teams. Additionally, the curriculum specialist holds individual meetings with new teachers to aid in retention and provide support. All new teachers are also matched with a new teacher mentor, who provides support for at least two hours per week, in the form of conferences, observations, and inter-visitations.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, Mott Hall Community 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. Mott Hall Community 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. Mott Hall Community 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;
- providing a school-developed parent and student handbook with information and resources for the calendar school year

Mott Hall Community 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, Mott Hall Community 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 1st 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;
- utilize Title 1 Focus and Priority funds to support our ELL students and parents through ELT Expanded Learning Time programs.

Mott Hall Community 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, including instructional materials for parents;
- 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;

SCHOOL-PARENT COMPACT

Mott Hall Community 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 1st 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Rudy Rupnarain	District 08	Borough Bronx	School Number 467
School Name Mott Hall Community School			

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

Principal Geovanti Steward	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Substitute	Guidance Counselor Tanya Plummer
Teacher/Subject Area Substitute/ESL	Parent Sonia Robinson
Teacher/Subject Area Jessika Vasquez/Spanish	Parent Coordinator Darlene Leidy
Related Service Provider Barbara Brusco	Other type here
Network Leader Rudy Rupnarain	Other type here

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	273	Total Number of ELLs	17	ELLs as share of total student population (%)	6.23%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

Responses

1. At registration, parents receive and complete the home language survey. There is an informal interview with the ESL teacher to verify the home language. The ESL teacher administers the LAB-R if necessary within ten days of registration. Students are then evaluated and placed according to their proficiency levels and grouped for instruction.
2. In early October, the parents of newly admitted ELLs are invited to a parent orientation. Letters are sent home in their native language. At the orientation, which is conducted by the ESL teacher, parents have the opportunity to view the video in their language which explains the different programs offered. They are encouraged to ask questions and complete the Parent Survey and Program Selection.
3. Entitlement letters are distributed to students in their native language. If parents do not attend the first orientation, they are invited to a second one in order to complete the Program Selection.
4. It is explained at the orientation that if we have 15 or more students who choose the Bilingual Program, a Bilingual class will be formed. They will also be notified that they have the option to transfer to another school with a Bilingual Program if we don't have enough students.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, one out of 20 parents has chosen the Bilingual Program. The rest have chosen ESL.
6. The program of ESL offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	3
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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. [i](#)

	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	7		1	9		2	1				17
Total	7	0	1	9	0	2	1	0	0		17

Number of ELLs in a TBE program who are in alternate placement: 0

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	E P	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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							4	6	7					17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	6	7	0	0	0	0	17

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

A. Programming and Scheduling Information

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?

Responses

1. The students are grouped by proficiency level. The beginners are in a Pull-Out program 4 periods a week and the ESL pushes in the other 4 periods a week. The Intermediate and Advanced students are part of a Push-In Program. Our school has a Block Program model where the students are grouped heterogeneously. The ESL teacher plans with the content area teachers involved.
2. The ELL students have been placed in certain sections to ensure that they are receiving the mandated instructional time. The beginners and intermediate get 360 minutes of ESL. The advanced get 180 minutes of ESL and 180 minutes of ELA. The ESL minutes are delivered by a certified ESL teacher and the ELA by a certified ELA teacher.
3. The content areas are delivered in English. The teachers use internet resources, dictionaries, glossaries and translations to develop academic language. They also use tradebooks and classrooms libraries. Newly admitted ELLs are paired with buddies and at times are allowed complete tasks in their native language and the work is reviewed by staff members that speak the language.
4. Textbooks and workbooks are provided in native language in subjects were available. Teachers collaboration with ESL teacher and bilingual para professionals to translate other assessment materials.
5. a. At present we have no SIFE students.
b. The Newcomers take part in an intensive Pull-Out Program as well as a Push-In Program of ESL instruction.
c-d. ELLs that have been receiving services 4 to 6 years as well as Long-Term ELLs receive academic interventions as needed in our extended day academic program. They are also in heterogenous classes receiving differentiated instruction is practiced.
6. ELLs with special needs are given test modifications. The staff is made aware of their skills and performance levels. The ESL teacher collaborates with the Special Education teacher to improve the skills of these students.
7. ELLs with special needs participate in ESL with their general education ELL peers.

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

50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

Responses

8. In the content areas, especially with the ELLs that are beginners, teachers use textbooks in the native language. Dictionaries and glossaries are used for all ELL subgroups. When tradebooks are not available, teachers use internet resources. Some ELLs are also receiving Academic Intervention Services in English for reading and math.
9. The ELLs that reach proficiency on the NYSESLAT are identified by all content area teachers. They continue to receive test modifications and small group instruction. They also take part in afterschool programs.
10. We are considering more Push-In programs for the upcoming year.
11. We will discontinue some of the Pull-Out programs to prevent students from falling behind in the content areas.
12. ELLs are afforded equal access to all school programs. They participate in all core subject and arts courses. They also have access to afterschool extracurricular and intervention programs.
13. ELLs receive native language support and the use of laptops daily.
14. In the ESL program, students receive native language support through the use of dictionaries and glossaries. Newcomers are also assigned a buddy that speaks the same language.
15. ELLs are placed in age appropriate grades and the resources used are age appropriate.
16. To assist newly enrolled ELLs there is an orientation in August. They are invited with the parents to visit the school.
17. Spanish is offered to all students in grades 7 and 8, including ELLs.

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)?

Paste response to questions 1-5 here

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.

Responses

1. Teachers are encouraged to attend conferences on ELLs. Content area teachers also meet with the ESL teacher to discuss strategies.
2. The ESL teacher supports staff in making the transition from elementary to middle school. The guidance counselor provides ELLs and their families with guidance in high school options, requirements, and selection.
3. The ESL teacher support in identifying PD opportunities for all staff.

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?

Responses

1. Parents are invited to an orientation in August before the beginning of school. The orientation for newly admitted ELLs is in October. The ESL teacher reaches out to parents during the year. The SLT meets monthly which includes parents. Twice a year there are parent teacher conferences to discuss the goals for the students.
2. We do not partner with other agencies or Community Based Organizations right now but will consider it in the future.
3. The needs of the parents are evaluated through surveys and conversations.
4. Materials sent home are translated in the parents' language.

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)							1	0	5					6
Intermediate(I)							0	3	0					3
Advanced (A)							3	3	2					8
Total	0	0	0	0	0	0	4	6	7	0	0	0	0	17

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													
	P													
READING/WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
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									0
7									0
8									0
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									0
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 Test)								
Chinese Reading Test								

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

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

1. We use diagnostic tests at the beginning of the year to recall prior knowledge for the current curriculum. Every 6-8 weeks there are interim assessments for cumulative curriculum year to date. The information from ARIS shows that some ELLs are scoring low in reading and math. ELLs are spread across levels 1, 2, and 3. This information guides our instructional plan for these students.

2. In grade six we have 1 beginner and 3 advanced ELLs. In grade seven we have 3 intermediate and 3 advanced ELLs. In grade eight we have 5 beginners and 2 advanced ELLs.

3. Almost all of our ELLs scored higher in the listening and speaking than reading and writing. This affects the instructional decisions. As a result, writing has become a large component of all content areas.

4. We have 6 beginners, 3 intermediate, and 8 advanced ELLs. There are no beginners in grade seven while there are five in grade eight. Last year we did not use the ELL Periodic Assessments. Ongoing assessment is carried out by the ESL teacher.

5. n/a

6. The success of our program for ELLs is evaluated by the progress they make. The NYSESLAT scores are reviewed and compared from year to year. Students receive progress reports and are observed on how they complete assignments as well as test scores.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Geovanti Steward	Principal		1/1/01
n/a	Assistant Principal		1/1/01
Darlene Leidy	Parent Coordinator		1/1/01
Substitute	ESL Teacher		1/1/01
Sonia Robinson	Parent		1/1/01
Jessika Vasquez/Spanish	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Tanya Powell	Guidance Counselor		1/1/01
Rudy Rupnarain	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X467 **School Name:** Mott Hall Community School

Cluster: 6 **Network:** 608

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.

The school has utilized various events to assess the translation and oral interpretation needs of our students. In the summer we held a school orientation for students and their families. We utilized local elementary school parent coordinators and guidance counselors to inform 5th grade families through written and verbal communication. Additionally, parents received follow up verbal communication by phone.

Student enrollment served as another opportunity to engage parents and identify translation and oral interpretation needs.

In October, a family event to begin the formal process of establishing the parent association, honor student academic and social achievement, and build community was held. This provided another opportunity to assess family needs and ensure that communication is effective.

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.

Currently, 7 families require written translation and oral interpretation needs. To be communicated in staff meeting.

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.

Members of our staff are bilingual and provide written translation as needed. We receive translated documentation from central that are then distributed to families in needs.

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.

Members of our staff and school safety are bilingual and provide oral interpretation as needed.

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>.

Each parent whose primary language is a covered language and who require assistance services will receive a copy of the Bill of Parent Rights and Responsibilities to assist them in exercising their right to interpretation and translation services. This is sent from the main office to families and will be made available to parent association leaders to share with families.