



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MOTT HALL IV MIDDLE SCHOOL
DBN (i.e. 01M001): 23K522
Principal: DR. THOMAS MCBRYDE JR.
Principal Email: TMCBRYDEJR@SCHOOLS.NYC.GOV
Superintendent: MS. MAURICIA DEGOVIA
Network Leader: MS. ELLEN PADVA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Thomas McBryde jr.	*Principal or Designee	
Mr. Charles Leaton	*UFT Chapter Leader or Designee	
Ms. Nesa Parks	*PA/PTA President or Designated Co-President	
Ms. Shaquanna Perkiss	DC 37 Representative, if applicable	
Aminata Amanta	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Alice Alexander-Felts	Member/ Teacher	
Ms. Michelle Smith	Member/ Teacher	
Ms. Diane Charles	Member/ Parent	
Ms. Shantay St. John	Member/ Parent	
Ms. Nicole Mark	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 23K522

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	204	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	9	# Drama	N/A
# Foreign Language	N/A	# Dance	9	# CTE	N/A
School Composition (2012-13)					
% Title I Population	72.8%	% Attendance Rate		93.3%	
% Free Lunch	83.5%	% Reduced Lunch		7.8%	
% Limited English Proficient	2.3%	% Students with Disabilities		10.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		89.0%	
% Hispanic or Latino	10.1%	% Asian or Native Hawaiian/Pacific Islander		0.5%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.46	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		N/A	
% Teaching with Fewer Than 3 Years of Experience	42.9%	Average Teacher Absences		10.1	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	14.6%	Mathematics Performance at levels 3 & 4		8.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		50.6%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Our SCEP addresses our school specific needs. For goal # 2 last year, we made good progress in developing curriculum maps and unit of study aligned to CCLS. Additionally, we introduced our teachers to Charlotte Danielson's Framework for Teaching with a focus on competencies, 1e coherent instruction, 3b questioning and 3d assessments. This foundational work has allowed us to build on our teachers' understanding of better teaching practices.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Our areas for improvement include academic performance and progress of all learners, including ELLs, SWDs; and ensuring multiple entry points and access for all learners.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Creating a collaborative community amongst staff as related to our new shared vision and goals for all learners. The school leader leverage both human, financial, community and network resources in order to improve school wide outcomes.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Instructional practices aligned with CCLS unit of study, as well as pedagogy focused on competencies of effective teaching, has improved.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X
If all the goals were not accomplished, provide an explanation.			
While we made progress towards 2013 goals, we know that we must continue to embed rigorous, engaging curriculum and a focus on effective teaching in order to achieve higher students academic achievement goals for students and increase their progress.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
We will need to plan time to implement and coordinate the new demands of MOSL, MTP, CCLS, Citywide Instructional Expectations, as well as the implementation of new Core Curriculum in Reading and Math.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
5% improvement in ELA and Math for the lowest third, ELLs and SWDs			
Describe how the school leader(s) will communicate with school staff and the community.			
DataCation, PA Meetings, School Messenger, Monthly faculty meetings, newsletters, weekly PDs, teacher team meetings, inquiry meetings			
Describe your theory of action at the core of your school's SCEP.			
The principal and instructional cabinet has created a school wide focus on multiple points in all lessons to ensure access and scaffolding for all learners. Students will be flexibly grouped based on data to receive instruction that meets their individualized needs. There is a new intensified focused on reading and targeting specific groups to move them through scaffolding and tiered interventions. Teachers will also receive intervention services through professional development and utilization of Danielson rubric to improve their instructional practice and build their capacity in deficit areas.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The school continues to develop curriculum maps aligned with CCLS and the instructional shifts that are focused on vocabulary, writing across the content areas and mathematical problem solving. Reading programs and advisory will be utilized to provide remediation and offer the opportunity to closely monitor student progress			
List the key elements and other unique characteristics of your school's SCEP.			
Our SCEP goals target both administrative and teacher practice and will be achieved through weekly professional development, weekly instructional cabinet meetings, short frequent cycle of observations, ongoing refinement of curriculum, strategic use of resources and deepening the work of teacher teams			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Cohesive leadership and instructional cabinet will meet weekly to monitor, review, and refine the instructional focus and school improvement plan			

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Refine school systems for evaluating decision-making processes to increase consistency of policies and practices that accelerate student learning. (5.1)			
Review Type:	QUALITY REVIEW	Year:	2013
		Page Number:	5
		HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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		2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, The school leader will refine school systems for evaluating decision-making processes to increase consistency of policies and practices that accelerate student learning by effectively tracking and monitoring data systems pertaining to Target Group academic progress, Professional Development, Teacher Teams, Curriculum, and School Leadership Team effectiveness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Monitor and Track Teacher Effectiveness using Danielson, Advance and professional development tracking sheet 2. Monitor and Track Target Student progress using standards data tracking sheet 3. Monitor and Track Curriculum updates using Rubicon 4. Monitor and Track Teacher Team effectiveness of analyzing student work, goal setting, and data using Rubric for Protocols 5. Monitor and Track of School Leadership Team using Surveys
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, Assistant Principal, Advance 2. Principal, Assistant Principal ,Student Goal/ Tracker Sheet 3. Principal, Assistant Principal , Rubicon] 4. Principal, Assistant Principal, DataCation 5. Principal, Assistant Principal , Survey Monkey
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Teacher Effectiveness will be evaluated Quarterly and ongoing 2. Student Goals/ Progress will be evaluate Weekly 3. Curriculum updates will be monitored Monthly 4. Teacher Team effectiveness will be evaluated Monthly 5. School Leadership Team will be evaluated Monthly
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Implementation of evaluation of Teacher Effectiveness began in September 2013 and will end in June 2014 2. Implementation of evaluation of Target Student Progress began in September 2013 and will end in June 2014 3. Implementation of evaluation of Curriculum updates began in September 2013 and will end in June 2014 4. Implementation of evaluation of Teacher Teams effectiveness began in September 2013 and will end in June 2104 5. Implementation of evaluation of School Leadership Team began in September 2013 and will end in June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Ongoing professional development, Advance, scheduled meeting debriefs, 2. Scheduled weekly meeting debriefs to discuss student data, goals, and student work 3. Common planning time scheduled, Rubicon

4. Common planning times embedded in scheduled, Rubric for the Protocol evaluation
5. Monthly scheduled SLT and Cabinet meetings, Computers with Survey Monkey for self assessment and evaluation

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school aligns curricula to State standards and includes opportunities for students to engage in a variety of challenging learning experiences across classrooms that support increased learning outcomes. (1.1)

Review Type:	QUALITY REVIEW	Year:	2013	Page Number:	3	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

X	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, The school will continue to align curricula to Common Core Learning Standards and include opportunities for students to engage in a variety of challenging learning experiences across classrooms that support increased learning outcomes. Each teacher team will receive weekly classroom level support from consultants in math and literacy to integrate the Common Core Learning Standards (CCLS) into their planning and instruction, including the creation and modification of monthly detailed curriculum maps and performance tasks aligned to standards in all subject areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will collaborate during teacher teams to create and modify curriculum maps monthly utilizing student assessment data to make informed decisions about unit planning and curriculum. Teachers will examine the adopted curriculums and utilize the common core aligned programs CMP3 and Codex to identify the gaps and provide supplemented scaffolded and tiered entry points that will be built into the curriculum.
2. Deepen teachers' understanding in lesson assessments and strategic use of checks for understanding in all content areas
3. Continually monitor and assess classroom practice

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers and teacher teams will utilize Rubicon to update Curriculum Maps and create transparency around the evaluation and monitoring of curriculum development. Teachers will also need professional development on to effectively utilize the Rubicon system to map the CMP3 and Codex adopted curriculum
2. Principal, Asst. Principals, Network supports, All teachers
3. Principal, Asst. Principals, Coach, Talent Coach, Network support staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The administration team and Inquiry Team will continuously monitor the modification of curriculum maps on Rubicon and meet with teacher teams to discuss rationale for modifications and strategies for improved student outcomes.

2. Teacher participation in teacher teams, professional development opportunities, and inter-visitations.
 3. Regular cycles of classroom observations, walkthroughs by the network specialists, principal leadership mentor will provide feedback to the school leaders
- D. Timeline for implementation and completion including start and end dates**
1. The utilization of Rubicon to monitor and modify curriculum maps will begin in January 2014 and end in June 2014
 2. Start: August, 2013. Ongoing through June, 2014.
 3. Start: August, 2013. Ongoing through June, 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The programmatic details that pertain to monitoring and modification of curriculum maps that are aligned to Common core standards deal specifically with common planning time built into teacher's schedule to work with teams and time outside of the work day that teachers will be compensated through per session. Professional development will be provided through the network and the vendor to support teachers in implementation of the Rubicon system.
 2. Provide Asst. Principals and Coaches with opportunities for professional development, implement instructional rounds, enlist network support specialists for extended pd. Create a clear and focused school professional development plan.
 3. Create a consistent plan of regular cycles of classroom observations using the Danielson's *Framework for Teaching*.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Increase school capacity to develop pedagogical practice that promotes high levels of student thinking and work products across all classrooms in order to support college and career readiness skills. (1.2)

Review Type:	QUALITY REVIEW	Year:	2013	Page Number:	5	HEDI Rating:	E
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, we will increase the school capacity to develop pedagogical practice that promotes high levels of student thinking and work products across all classrooms in order to support college and career readiness skills. Teachers will utilize various data sources including Star Reading assessment data, conferencing notes, questioning, class participation and observation feedback to form flexible learning groups, based on reading and skill level. Group work will be targeted and questioning in classrooms will lead to critical thinking and student participation in discussions, which guide students to produce high-level work products.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will utilize weekly assessment data to flexibly group students and provide differentiated instruction tailored to the various groups
2. Teachers will utilize DOK to provide differentiated instruction and create opportunities for scaffolding in order to equip students with the ability to answer higher order

questions
3. Teachers will plan engaging lessons aligned to the Common Core Standards with focused higher order questions that will push student thinking and promote group discussion and student generated questions
4. Utilize Danielson's <i>Framework for Teaching</i> as a driver to develop teacher pedagogy
B. Key personnel and other resources used to implement each strategy/activity
1. School leader, teachers and teacher teams will evaluate students assessment data during common planning and discuss interventions, students work and goals .
2. School leaders and all teachers will work to ensure DOK is utilized
3. School leaders, teachers and teacher teams will plan engaging lessons aligned to CCLS
4. School leaders, teachers and network will ensure Danielson is utilized
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Beginning , midyear and end year meetings and regular check-ins at team meetings
2. Beginning, midyear and end of year meetings along with weekly observations during instructional time
3. Regular check-ins at team meetings, tracking teacher progress regularly
4. Beginning, midyear and end of the year evaluations along with regular check-ins at team meetings, tracking teacher progress regularly
D. Timeline for implementation and completion including start and end dates
1. Start August, 2013. Ongoing through June, 2014
2. Start August, 2013. Ongoing through June, 2014
3. Start August, 2013. Ongoing through June, 2014
4. Start August, 2013. Ongoing through June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Datacation, use of network specialist, and team meeting time
2. Scheduled team and individual meeting time, scheduled pd, create a pd plan
3. Scheduled team and individual meeting time, scheduled pd, create a pd plan, external professional development
4. Scheduled team and individual meeting time, scheduled pd, create a pd plan, external professional development, network support

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
24% of students disagreed that most students at their school respect students who get good grades							
Review Type:	LEARNING ENVIRONMENT SURVEY	Year:	2013	Page Number:	9	HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, 80% of all students will engage in activities that foster respect for academic achievement amongst their peers and be able to make informed decisions about how to become college and career ready

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students will engage in Advisory program which focuses on core values and has a curriculum aligned to college and career readiness preparation
2. All students will have a weekly college and career readiness seminar
3. Students engage in extra curriculum activities with focus on building self esteem, utilizing voice, teamwork, positive promotions and respect (Yong men's and women's group, Student Government association. Sports and Arts, college tours

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers, administration, and guidance counselor, Curriculum maps
2. Guidance Counselor, Parent Coordinator and outside partner groups
3. All staff, administration, parents, community partners, network and CBO's

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly check-ins during Advisory and cabinet meetings, Monthly curriculum update
2. Weekly check-ins and trackings data
3. Beginning, midyear and end of the year evaluations along with regular check-ins at team meetings, cabinet meetings and with program Advisors

D. Timeline for implementation and completion including start and end dates

1. Start September 2103 and ongoing through June 2014
2. Start September 2103 and ongoing through June 2014
3. Start September 2103 and ongoing through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Curriculum Maps, flexible schedule and meeting times, Technology, Reading and Math resources
2. Curriculum, professional development, network support, field trips
3. Calendar of events, meeting times and space, funds for field trips and incentives, community partnerships, parent and community volunteers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

14% of parents indicated they communicated with school staff about their child's academic progress 1-2 times during the school year.

Review Type:	LEARNING ENVIRONMENT SURVEY	Year:	2013	Page Number:	7	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.			
	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2104, 90% of parents will indicate they have communicated with staff about their child’s academic progress more than 1-2 times during the school year.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Implement scholar led conferences 3 times the school year
2. Discuss parental engagement and involvement strategies with the PA and SLT
3. Teachers will reach out to parents after conferencing with students to communicate student progress

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Teachers, Parent Coordinator, School messenger, DataCation, SLC protocol,
2. Principal, Assistant Principal, Teachers, Parent Coordinator, Parent Association, SLT
3. Principal, Assistant Principal, Teachers, Conference Logs

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Scholar led conferences sign in sheets
2. Monthly check-in with SLT and PA attendance/ workshops attendance sheets
3. Monitor teacher conferencing logs quarterly

D. Timeline for implementation and completion including start and end dates

1. Start September 2013 and ongoing through June 2014
2. Start September 2013 and ongoing through June 2014
3. Start September 2013 and ongoing through June 2014
- 4.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. During advisory, students will prepare for scholar led conferences, scheduled SLC times and parent availability, SLC protocol packets, parent incentives (prizes)
2. Meeting times scheduled with PA, SLT and School Cabinet
3. Teachers can contact parents during scheduled times during the day via admin or prep periods

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Achieve 300 Star Reading Wilson Great Leaps LLI Saturday Academy Re-teaching remediation Target Group Advisory Writing Wednesday Writing Course iZone Study Island Afterschool tutorials	Independent/ Small group Small group Small group Small group Small group Small group Small group Small group Small group Small Group Independent/ one on one One on one tutorials	Extended Day M, Tues, W During the Day During the Day During the Day During the Day Saturdays Extended Day M, Tues, W Wednesday During the day During the Day During the Day After school
Mathematics	Regents Mathematics Prep Saturday Academy Re-teaching remediation Mondays Study Island After school tutorials Small group tutorials during lunch Champion Learning Center Sports and Arts program tutorials	Small group Small group Small group Small group One on One tutorials Small group Small group	Tuesdays Saturdays Mondays During the Day After school During Lunch Afterschool Afterschool
Science	Regents Living Environment After School Tutorial Regents Living Environment Prep Saturday classes STEM	Small group	Thursdays Afterschool Saturdays During the Day
Social Studies	Closed Reading	Small Group	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services provided through the Guidance Counselor	One on one and small group	Monday through Friday 8 am- 3 pm

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met. In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professional we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We believe in individualized differentiated professional development plans that are designed to focus on each teacher's, paraprofessionals, and administrator's needs. Each staff member is an active participants in the process and collaborates with the administration and network to look at, monitor and track their development, mainly through the observation process which utilizes Danielson's Framework for Teacher (2207) as well as through student practice and work products. Staff members self-assess on a regular basis and confer with school leaders as it relates to individual professional development needs. All professional development provided is research and evidence based. Research based strategies (RBI's) are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state and local funds are used to meet the intent and purpose programs by being budgeted effectively to provide services for students who have been identified and require additional support due to specific circumstances.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Through Measures of Student Learning (MOSL), every teacher will have two different Measures of Student Learning (State Measure (20%) Local Measure (20%)) <ul style="list-style-type: none"> • The State Measure is pre-determined, with a few principal-selected exceptions. A school committee is responsible for choosing the Local Measure. The committee discusses important introductory information, reviews assessment options, finalizes assessment selection, reviews growth measurements, finalizes growth measurement, and then presents recommended approach to principal.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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, 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 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;

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;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 23	Borough Brooklyn	School Number 522
School Name Mott Hall IV Middle School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Thomas McBryde Jr	Assistant Principal Caroline Daly
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Kenneth Springer
Teacher/Subject Area R. Bromley/SpEd.	Parent N. Parks
Teacher/Subject Area J. Meade/Sp Ed.	Parent Coordinator Latitia Jackson
Related Service Provider B. Morris/Speech	Other A. Felts
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	190	Total number of ELLs	6	ELLs as share of total student population (%)	3.16%
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Part II: 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														
Push-In							2	2	2					6
Pull-out							2	2	2					6
Total	0	0	0	0	0	0	4	4	4	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4	0	1	1	0	0	1	0	0	6
Total	4	0	1	1	0	0	1	0	0	6

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				2
7	1				1
8	1				1
NYSAA Bilingual (SWD)					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	2								2
7	1								1
8	2								2
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. For all new admits to our school we look at their test history using information from ARIS and ATS. When an ELL student is admitted the assigned educator runs ATS reports to learn their test history, NYSESLAT modalities results, years of service and SIFE status. The information collected informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and determines the ESL instruction in our school. The diagnostic tool that is used to assess the early literacy skills of ELLs is the RAI. This tool provides us with insights into the individual student's reading comprehension level. Teachers use the data to plan their lessons, create effective intervention activities and are able to focus on the ELL students' area of weakness.
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? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
2/3. Examination of the results showed that our ELLs continue to struggle in using the context clues to find the meaning of unfamiliar words, finding main ideas and writing short and extended responses. Specific materials were brought to help them overcome these weaknesses. Study Island and Star reading are used to address their needs. Time has been created in the schedule for writing. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, none of our ELLs are at the beginning level, two are advanced and the other two are at the intermediate level. Scores for one student is unavailable because he was not be educated in the NYC public school system and did not take the NYSESLAT. For our SWD/ELL student his score was very low in reading/writing. He is at the beginning level and this is consistent with his evaluated reading level on his IEP. As mentioned before, ESL instruction focuses strongly on reading comprehension strategies, vocabulary development and writing skills.
4. For each program, answer the following:
 - a. 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?4. The results on the ESL Periodic Assessment are consistent with NYSESLAT results i.e. our students need extra support in reading comprehension and writing skills. A closer look at the six ELLs and their proficiency levels reveal that one grade six student is in general education, and at the advance level. While the other is in Special Education and at the intermediate level. Our two grade seven students are both in general education. One is at the intermediate level and the other was not in the NYC public school system. The two general education eighth graders are at the advance and intermediate levels respectively.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Since our ELLs speak several languages, teachers incorporate visuals, graphic organizers and virtual experiences via the smartboard into their lessons. Investigative methods are integrated into the math program, and they are given the opportunity to do hands on activities. The writing program is tailored to suit writers at various levels in the classroom. Debates, socratic discussions, recital of poems and accountable talk are used to help them develop their speaking. Monthly field trips help ELLs to comprehend cultural similarities and differences.
7. 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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the results of our ESL program several ways. We look at students' overall classroom work, their abilities to follow oral

and written directions, and to complete grade appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content materials, particularly in humanities. The close reading of informational texts are important if they are to achieve grade level on state standardized tests. The assigned ESL educator has a good rapport with our ELLs, their teachers and families, and this contributes positively to our ELLs' successful integration into school community. Our weekly College and Career Readiness Seminars also aid them in the assimilation process.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our ELA teacher, Ms. Felts, speaks conversational Spanish, and she is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with families of potential new students to help determine if Mott Hall IV would be an appropriate choice. For students assigned to our school by the DOE placement office, she meets with families during admission and reviews documents obtained by the secretary. At the time of intake the Home Language Identification Survey would be administered to families who are registering a child for the first time in a NYC school. This survey helps the school identify students who may have limited English Language proficiency. The survey would be administered by a trained pedagogur, Mr. Bromley/ Mr. Meade who are certified Sp. Ed. teachers, or Ms. Daly, an administrator. An oral interview is conducted with parents and child to assess the child's ability to understand spoken English. If a language other than English is indicated on the HLIS of a first-time registrant, the assigned educator will administer the LAB-R assessment to determine the student's eligibility to receive ESL services. The LAB-R will be conducted under the conditions appropriate for testing, and it must be given within ten days that the child is admitted into the school. If the child speaks Spanish only, then Ms. Felts will assist with testing. The Spanish LAB-R will be given by this pedagogue.

Our ELLs are assessed annually on the NYSESLAT exam. The certified assigned educator will use the information on the ATS/RLER report to determine who is eligible to take the NYSESLAT. The administration of the NYSESLAT, including ordering, scheduling, parent notification of test dates and administration of all sub-sections, coordinating the writing scoring sessions, and packaging of test materials are handled by the assigned educator. Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ESL services, testing accommodations and to guide instruction. The ATS/RLER was used to make this determination.

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.
At the time of intake, if the child is determined to be an ELL, the assigned educator would explain to the parent that there are three different models of ESL instruction being offered by the DOE. The parent brochures and video would be used to convey this message. Parents surveys and program selection forms would be filled out and the information entered on ATS/ELPC screen. The LAB-R would be administered by the assigned educator within the first ten days of the student's attendance. If a parent does not choose an ELL program, the alternative is bilingual education. Interpreters are also available to help parents understand the program being offered at the school.

Parents of ELLs who are enrolling in our school are informed that Mott Hall IV does not offer a bilingual program or a dual language program at this time, but may offer this in the future. Presently, we offer a freestanding ESL program that combines pull-out and push-in supports. Ocean Hill is not a destination neighborhood for new immigrants. We have had only one newly arrived immigrant families requesting admission. If the neighborhood demographics change, and more limited English speaking students are accepted at Mott Hall IV, then changes and accommodations will be discussed and implemented in the future. Our

Parent Coordinator, Ms. L. Jackson provides parents of ELLs with support, such as information as to how they can be assisted in navigating the school system successfully.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

At the beginning of the school year, our assigned educator drafts, prints and distributes notification letters to students - both letters of entitlement for continuing ELLs and letter of non-entitlement/transition for students who have scored at a pproficient level on the NYSESLAT. Letters are sent in both English and the parents' pwferred language for school communication using the translated versions available on the DOE website. In addition, we identify the stakeholders who are willing and capable of translating to the parent community.

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.

On the first day of school in September, and periodically (at least twice monthly) throughout the school year, our assigned educator runs ATS reports (RLER and RLAT), and consults with the pupil personnel secretary about new admissions to the school. The assigned educator gathers calss schedules from the school programmer, and in consultation with classroom teachers, creates a pull-out and push-in schedules. Our ELL students will also meet with the assigned educator during Advisory and after school sessions. Information is shared with parents during parent conferences, parent orientation, workshops, breakfast with the principal sessions, and at other meetings. Based on our ongoing assessment of language needs. Our parent findings reveal that is necessary to provide oral translations to our parents during the registration process, parent orientations, parent conferences, workshops and all other correspondence with our parents.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Mott Hall IV is a "choice" school located in the Ocean Hill section of Brooklyn with approximately 190 students. Six of our students are in the ESL program. Some of these students come from homes where their parents do not speak English, and they are therefore unable to provide English Language experiences that enhance classroom instruction, and further second langage development. Our Ells' parents have made the decision to send their children here, and understand that the only program model we offer at this time is the freestanding ESL program. In the ten years since our inception, we have never had more that six ELLS in one year. After explaining our program model,parents do not make the decision not to send their child to the school. We have had students in self-contained special education classes who scored at a beginning level of proficiency on the NYSESLAT examination. For these students whose learning disabilities interfere with their reading ability, their low NYSLATscores are not due to second language learning difficulties. These students' listening comprehension and ability to communicate orally in English have always been much higher, some of them have scored at an advanced or proficient level on those sections of the NYSESLAT.

6. 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.) 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. 
- The trend in program choices that parents have requested is freestanding ESL. The program model offered at MHIV is aligned to parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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 foster language development and meet the demands of the Common Core Learning Standards.

1/2/3:

The ELL students at Mott Hall IV follow the program set for their assigned classes, with weekly instructional period that meet all NYC and NYS regulations in Humanities, writing, math, science, physical education, health and the arts. Core subjects area teaching periods range from five to ten periods per week. Instruction is provided entirely in English.

The assigned educator provides pull-out and push-in services during various periods throughout the week, according to the number of minutes mandated by students' proficiency levels as indicated by their most recent NYSELAT scores. In addition, all our ELL students receive pull-out and push-in instructional time with the assigned educator. All ELL students are pulled out for at least one period. Instruction is focused on language development in reading, writing and oral comprehension, general study skills, vocabulary for appropriate social interactions and classroom presentations, and content review for test preparation. The assigned educator meets regularly with ELL students core subjects teachers to ascertain students' needs, to offer ideas to help differentiate instruction and assessment, and to respond to specific classroom situations and needs. The speech teacher and guidance counselor also meet with these students. The workshop and investigative models are used to provide instruction with differentiated tasks that allow ELLs different entry points into a lesson.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

It was discovered that our ELLs are not literate in their native languages. They may speak Spanish, Fulani and Arabic, but they are unable to read and write in their native language. Therefore, evaluation in their native language will not be feasible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are exposed to the four modalities of English acquisition in every class, every day throughout the year. Exit slips provide them with an opportunity to write in math. In Humanities, they are required to write paragraphs consisting of 8 to 10 'meaningful' sentences and 5 paragraph essays. The Izone program and Star reading provide opportunity for individualized reading and self-evaluation. The Socratic circle approach and accountable talk in every classroom foster speaking and listening. Students are engaged in four modalities daily.
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our ELLs do not fit the category of student with interrupted formal education - SIFE. However, we will cater for SIFE students

by

exposing them to Rosetta Stone and Study Island. These are activities that can be done on the computer at home, as well as the activities listed below:

Ells who are newcomers and those receiving service 4 to 6 years will also be exposed to Rosetta Stone and Study Island. While our long-term ELLs will be exposed to audio books, activities in the Izone lab, and the activities listed below:

This year, one of our ELLs is a student with an IEP. This student is an emergent reader and will receive support in decoding and comprehension. The Wilson program will be used. The other students will receive reading, writing, grammar and vocabulary support, using level-appropriate reading and instructional materials. our goal for the students is continued progress that will be demonstrated by growth shown in their English Language skills and mastery of the twelve reading comprehension skills.

The techniques used:

Total physical response

Use of graphic organizers to simplify reading and writing information

Use of visuals and ESL software to enrich instruction

Self assessment in core subjects - Study Island

Virtual learning in Humanities

Experimental learning in science

Environmental learning via multicultural field trips

7. 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?
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

7/8:

Our teachers differentiate instruction by delivering and scaffolding the concepts taught, reviewing and reteaching, and meeting the needs of individual students during class time. All teachers in their delivery of their lessons activate prior knowledge, use graphic organizers, promote vocabulary development, emphasize the writing of short and extended responses. Using the workshop and investigative models to deliver instruction, the student listens to the language in read aloud activities. They are exposed to informational texts, given the opportunity to answer questions that assess their comprehension of the material. The students are encouraged to share their findings through short and extended responses. Study Island is the program being used by the ELL-SWD to strengthen the learning between school and home.

Our SWD/ELLs have needs not dissimilar to what the other SWDs require; language development and support are crucial, and are part of every class lesson and professional development training. All teachers in middle school employ several strategies to provide access to content material and to accelerate English Language development. Many of our students read below grade level, and are challenged by the volume and level of required reading and writing in their subject area classes. All subject area teachers emphasize reading and writing skills, including math, science and physical education classes. Remedial reading programs, such as Wilson, are also used by some teachers to help students master reading.

The students in the ITT program are encouraged to listen, speak, read and write English. Graphic organizers and various tasks are given to the students so that they have various entry points into a lesson. Their multiple intelligences are taken into account by teachers, so tasks are assigned to meet their learning styles and diversity.

ELL-SWDs receive all services mandated on their IEPs because Mott Hall IV provides them with pull-in/out programs, after school, Advisory and Saturday Academy. During these programs, teachers address their individualized needs and provide them with different points of entry into a lesson as mandated on their IEPs.

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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
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

9. 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.

Our school uses data from standardized assessments (NYS, NYC Performance Assessments and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us the needed interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need. Some Mott Hall IV students read below grade level. Our curriculum preparation includes response to intervention, focusing on specific reading strategies for students and basic decoding strategies. We have instituted small group sessions during the school day for all students who scored level 1 and 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English Language readers are also helpful for emergent readers.

We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes, such as graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments, modeling, bridging, contextulization, schema building, connecting text to self and community and meta-cognition. Our assigned educator meets regularly with ELLs' content area teachers to find out the the performance of these students on benchmark assessments that were given in class. All instruction is in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program is meeting the needs of our ELLs. Most of the Ells have achieved proficiency in Listening/Speaking component of the NYSESLAT. Recent data from the Writing/ELA class showed that gradually students are comprehending the rudiments of English, and are moving from the writing of simple to complex sentences. They are also achieving the goal - to write eight to ten sentences in a paragraph and essays with five or more paragraphs.

Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they continue to receive testing accommodations. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have two ELLs who achieved the advance level on the 2013 NYSESLAT. Our assigned educator meets with the teachers regularly to monitor their progress and performance. In the past, she was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar.

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

The new common core curriculum will be introduced into the program. The content given in CodeX will used to complement the program. Our focus is student engagement. Therefore, our ELLs will be fully engaged in the acquisition of English Language. We are striving to improve our existing program by providing our Ells with more opportunities to use assistive technology to strengthen their English Language Development

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

There will be no discontinuance of programs/services. The Ell population is small in our school - never comprising more than three percent of the student body.

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

Our ELL students have equal access to all school programs, events and services. We have not bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all Mott Hall IV's extracurricular activities, including Beacon and SASF community programs. ELL students also participate in college preparedness activities and all field trips. All school support structures are available to our ELLs, such as technology in the classrooms, media center and reading room, tutoring, Saturday Academy and after school programs. All ancillary services provided to students with IEPs are provided to our ELL with an IEPsuch as mandated:speech, guidance and resource room.

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

Our four ELLs are in two different classes and grades. Instructional materials that help support struggling readers are used in all content areas in all classes. The instructional materials that are used to support the learning of ELL students include: books on tape, books in students' native language, computer resources - Izone, Rosetta Stone and Study Island. All teachers receive ongoing PD and coaching to help differentiate instruction and assessment. Professional development sessions will be provided in-house

and external by the network and other sources, such as ISC.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language is not delivered in the program model.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Mott Hall IV is a middle school. All our programs, resources and supports are specific to this age group.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Since we have so few Ells and no newly arrived immigrant student, we do not offer program specific to newly enrolled Ells before the start of the school year. If our demographics change in the future, we will consider implementing such programs. However, we do offer an orientation session for all students and parents at the end of summer. Our assigned educator, or a volunteer parent is usually there to translate and explain policies and procedures in the student/parent's native language.
18. What language electives are offered to ELLs?
If Spanish is scheduled for the school year, they will be enrolled in the course. This year no foreign language is being offered.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our assigned educator, other teachers and administrators participate in district, regional, cluster, network and city-wide professional development for ESL teachers. They consult with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support.

We have ELLs in the eighth grade and they receive support from our guidance counselor to help them navigate the high school admission process, and to prepare for the transition to high school. Our teachers also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. An assigned teacher reviews the eighth grade ELLs' high school applications with parents and students before they are returned to the guidance counselor.

Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents are surveyed at the beginning of each school year, at the initial PA meeting, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. ELL parents are invited to participate in our active PA and SLT meetings. Recent topics have included: test preparation and accommodations, Common Core Standards, graduation information, high school articulation and ARIS training.

The school partners with other agencies, such as Sports and Arts and Beacon. These organizations provide workshops and services to all of our parents. Beacon provides technology, fitness and GED classes.

Our administrators, test coordinator, and parent coordinator communicate with parents regularly via school messenger, weekly newsletters and notices to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. The assigned educator communicates regularly with ELL families about ESL service eligibility, scheduling and testing information.

Periodically, surveys and questionnaires are given to parents and the information collected is used to assess their needs. Every effort is made to satisfy the needs of all parents. They were invited to Study Island, Datacation and ARIS workshops. Principal has an informal breakfast with parents as well as "Dads, bring your child to school day". Other programs are being planned for all parents.

E. 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.

Frequently, we have found that our Ells with IEPs have difficulties in mastering the reading and writing modalities not because there are learning a second language - many of them are citizens of the United States of America - but are related to their learning disabilities. Progress is not impossible, although it is slow for struggling readers. An analysis of the RLAT indicated that all the students were either at the intermediate or advance stage. Therefore, they are making progress in the mastery of English.

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)
Dr. Thomas McBryde Jr.	Principal		9/23/13
Caroline Daly	Assistant Principal		9/23/13
Latitia Jackson	Parent Coordinator		9/23/13
	ESL Teacher		9/23/13
N. Parks	Parent		9/23/13
R. Bromley/Sp. Ed.	Teacher/Subject Area		9/23/13
J. Meade/ sp. Ed.	Teacher/Subject Area		9/23/13
	Coach		9/23/13
	Coach		9/23/13
Kenneth Springer	Guidance Counselor		9/23/13
Ellen Padva	Network Leader		9/23/13
A. Felts/ ELA	Other <u>Teacher</u>		9/23/13
L. DeBonis	Other <u>Teacher</u>		9/23/13
B. Morris	Other <u>Speech</u>		9/23/13
	Other		9/23/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K522 School Name: Mott Hall IV

Cluster: 5 Network: 535

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.

Mott Hall IV is a Grade 6 to 8 middle school located in the multi-ethnic Ocean Hill area of Brooklyn with approximately 204 students enrolled. Five of our students are English Language Learners. They come from homes where their parents do not speak English proficiently. Therefore, in many cases these parents are unable to provide English Language experiences that enhance classroom instruction, and further second language development. We reviewed the home language surveys, the ATS information about the languages spoken by students, holistic assessment through social interaction with parents, and interviews with students and members of their families. Home languages of our students are Spanish, Arabic, Fulani and French. In addition, several of our parents are new immigrants and cannot provide the cultural experiences we would like the homes to offer our ELL students. Our school prides itself for having staff members who speak a variety of languages, and assist in translating correspondence to parents. They interpret during conferences with students, teachers and parents when the need arises. In addition, our Parent Coordinator can also use the Translation and Interpretation Unit for meeting, notices, school newsletters, as well as utilizing the School Messenger service. Teachers use the Google translation feature to prepare letters.

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.

Mott Hall IV will provide all parent notices in four languages - French, Arabic, English and Spanish. An analysis of school data which include parent workshop attendance sign-in sheets, surveys, HLIS and conversations with parents reveals that there is a need for translation services for parents during parent-teacher conferences, written communication that are sent home to parents, and at other parent workshops. Staff members proficient in French and Spanish translate and interpret for parents accurately.

Part B: Strategies and Activities

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

We identified the personnel who are capable and willing to translate from our staff and parents. We have a multi-cultural teaching and ancillary staff proficient in some of the languages. as well as parent volunteers. In addition, we regularly use the services of Central's Translation Unit and Google to translate letters to parents.

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.

Based on our ongoing assessment of the language needs, our parents have highlighted the need for us to provide oral translations. The following is an outline of our program which will be implemented with the translation and interpretation funding.

Oral translation will be provided at:

1. The registration process
2. Parent orientations
3. Open school Parent-Teacher conferences
4. Workshops and interviews
5. High school articulation
6. Written correspondence

MHIV will provide oral interpretation using our in-house interpreters. At the beginning of the academic school year, we identified the staff members who can speak other languages. The languages that are interpreted in-house are French, Haitian Creole and Spanish. These languages are spoken by our population of English Language Learners and their parents. We discovered that our Fulani speakers can also understand French. Sometimes a parent volunteer assists with the oral translation of Arabic. During our every day routine, in-house translators are always available to meet the needs of our parents. Finally, we also utilize the Regional Translation Center, and if necessary we will hire outside translators to satisfy the needs of our parents.

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>.

We have translated all important letters that go home to parents. We have in-house translators and parent volunteers present at PA meeting to speak with the parents of our ELL students. MHIV will also access the Translation and Interpretation Unit services whenever we are unable to have our translators present. We are cognizant of the fact that we need to have a speaker of the native language of the parent present at every IEP meeting and other important conferences, and we do provide this service. Every parent who has indicated that English Language is not his or her native/primary language has and will continue to receive a copy of the Bill of Parents Rights and Responsibilities in his or her primary/native language. Our Safety Plan and our LAP provide for this Translation and Interpretation Service. Our Parent Coordinator makes an effort to contact every parent on an ongoing basis, and she notifies them in several languages of the current activities, services, meetings and workshops. Our main office has signs in multiple languages.