



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MOTT HALL V
DBN (i.e. 01M001): 12X242
Principal: MR. OROSZLANY
Principal Email: POROSZL@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: LAWRENCE PENDERGAST

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
Peter Oroszlany	*Principal or Designee	
Barry Price	*UFT Chapter Leader or Designee	
Jenny	*PA/PTA President or Designated Co-President	
Anna Mercado	DC 37 Representative, if applicable	
Andy Diaz Jodolia Feliz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Julia Harris	Member/ Teacher	
Roslyn Polanco	Member/ Teacher	
Noemaris Figueroa	Member/ Teacher	
Guadalupe Quezada	Member/ Parent	
Luis Sanchez	Member/ Parent	
Luz Gonzalez	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 Further align the MHV culture inclusive of staff, parents and students from grades 6-12 in order to support and sustain the mission, vision and instructional expectations culminating in a 5% increase in HS graduation from 70% to 75% for the 2013-14 SY.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 MH5 has worked extremely hard to develop a strong, positive culture to promote student learning. And we have learned that it is equally important to address our student's socio-emotional needs in order to support academic achievement. Critical to this work has been a focus on respect, which has been identified in all of our school's student and parent surveys. In our 2012-13 Learning Environment Survey, students rate the statements; Most students at my school ... treat each other with respect at 6.1 and treat adults with respect at 6.4 However, we also understand that our youth development programs and supports must include our entire school community. In terms of communication, our LES showed our rating of 8.2 was above the Citywide average, the student rating for communication of 7.9 was lower than that of the parents and teachers. Therefore, we must make certain to effectively communicate all important school issues to all factions of our school community.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

- Honor Roll, Celebrations, Advisory, Learning walks, Modeling, Socials, Falcon Friends, Sprit Activities, Staff Retreats
- Entire School Community will be involved in developing and implementing culture-building programs during the school day, after school, and on some evenings.

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

- School cabinet, teachers, and parents
- School cabinet, teachers, students, families

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

- Student attendance, marking period grades, performance assessments, homework completion, credit recovery, midterms and finals.
- Number of behavioral incidents, student attendance in school and after school activities, performance on interim assessments

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

- September 2013 – June 2014
- September 2013 – June 2013

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

- Guidance Counselor per session to support socio-emotional needs of students and communication and engagement with parents
- Teacher per session for after school tutoring and student support and parent engagement

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Parent conferencing on student academic and socio-emotional progress and success and suggested interventions
 Afterschool parent trainings on surveyed areas of needs to support their children and understand evaluation systems
 Special celebrations, learning walks, socials and other programs and activities to engage parents

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 Develop a school-wide system of accountability in order to increase the percentage of middle school student ELA Level 2 scores from 40% to 49% and Level 3 and 4 from 16% to 25% for 2013-14 SY.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Our Middle School Progress Report scored a B for both Student Progress and Performance. However, our English Median Adjusted Growth Percentile was only 65%, which put us in the center of our Peer schools and Citywide average. While in School Performance, both our percentage of students at level 3 and 4 (16.1%) was significantly less than the Citywide Average of 20.3%. And Average student proficiency in ELA (2.34) was also below the City School's (2.43).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Small group instruction in book clubs to target students at their instructional reading level
 2. Small group instruction in leveled writing classes to target skills and areas for growth
 3. Common planning time among ELA grade teams to create standards-aligned, differentiated unit plans, lesson plans, and assessments
 4. Use formative (twice a month) and (monthly) summative assessments to inform instruction
 5. Provide rigorous, differentiated daily homework
 6. Baseline assessment in Sept/October, Midterm assessment in January, Unit assessments, and Final assessment in June.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Assistant Principals, Lead Teachers, and Teachers
 2. Lead Teachers and Teachers
 3. Middle School ELA Teachers
 4. Lead Teachers and Teachers
 5. Lead Teachers and Teachers
 6. Lead Teachers and Teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Student attendance, marking period grades for ELA, performance assessments for ELA, homework completion, credit recovery, midterms and finals
 2. Student performance on interim assessments developed to measure target skills
 3. Student course grades in ELA, student performance on assessments, effective curriculum as evidenced through feedback from supervisors and fellow teachers
 4. Performance of students on the formative and summative assessments
 5. Homework completion rate and success on assignments, student course grades in ELA
 6. Student growth from baseline to midterm to final and throughout year on unit assessments
- D. Timeline for implementation and completion including start and end dates**
 1. September 2013 – June 2014
 2. December 2013 – June 2014
 3. Weekly from September 2013 through June 2014
 4. Twice a month for formative assessments and once a month for summative assessments from September 2013 through June 2014
 5. Daily during the 2013-2014 school year
 6. Benchmarks occur at three points in the year, as well as at the end of each unit
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Teacher per session for after school math tutoring and/or credit recovery
 2. Guidance counselor per session to support student socio-emotional needs and parent involvement
 3. No cost associated with this activity
 4. No cost associated with this activity

- 5. No cost associated with this activity
- 6. No cost associated with this activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent conferencing on student academic and socio-emotional progress and success and suggested interventions
 Afterschool parent trainings on surveyed areas of needs to support their children and understand evaluation systems
 Parent literacy trainings and events

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

Successfully transition to the new teacher evaluation in which 80% of teachers improve a minimum of one HEDI rating for one competency of Domain 2 or 3 of Danielson's Framework for Teacher Effectiveness for the 2013-14 SY.

Comprehensive Needs Assessment

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

State implementation of a new teacher assessment system which utilizes the Danielson Framework for Teacher Effectiveness. The learning Environment Survey indicated that teachers needed greater support in using data to plan, drive, and modify instruction (... I received helpful training on the use of student achievement data to improve teaching and learning.6.4) and provided me support in my content area 4.8).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Administration provides PD on DFFTE
2. Common planning time
3. Conduct 6 rounds of visits to evaluate competencies of Domains 2 and 3 and provide feedback and next steps to teachers
4. Provide teachers/teacher groups with targeted PD for DFFTE

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

1. Administration, teachers, teacher teams and leaders
2. Middle School and High School Teacher Teams
3. School cabinet
4. School cabinet and Teachers

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

1. Each round of observations will be analyzed for teacher strengths, needs, progress, and growth
2. PD surveys
3. Response to feedback and next steps
4. Teacher effectiveness ratings

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

1. September 2013 – June 2014
2. Weekly from September 2013 – June 2014

3. Monthly from September 2013 – June 2014
 4. Monthly from September 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Administration, teacher, and guidance counselor per session for after-school PD or common planning
 2. No costs associated with this activity
 3. No costs associated with this activity
 4. Per diem and coverage pay for teachers that area out of the building on professional development opportunities

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Training for parents on DFfTE
 Learning walks that include parents
 Parent feedback to teachers
 Afterschool activities for parents

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Meet the citywide instructional expectations to further develop rigorous classroom instruction aligned to CCLS which is engaging and offers multiple entry points that allows students in the lowest third to earn 10+ credits by 5% for 2013-14 SY

Comprehensive Needs Assessment

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

In order to build on last year's Citywide Instructional Expectations (CIE) we need to now involve all teachers from all content areas so that we create Math, Science, Social Studies, and English CCLS units that are interdisciplinary and have real-world applications. Only 55.9% of the student in the lowest third earned 10+ credits in their first year. The Peer School average for this was 61.4% and citywide was 65.1%.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. School and Network professional development for the creation, review, and assessment of CCLS Units, Performance Tasks, and Rubrics.
 2. Content team meetings to review curricula, create curricula maps, and discuss best practices and instructional pathways.
 3. Teacher teams review student work for determining effectiveness of instruction and modifying instruction to meet the needs of all students.
 4. Differentiation of instructional practices and student activities and tasks
- B. Key personnel and other resources used to implement each strategy/activity**
1. Administration, teachers, teacher teams and leaders
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teacher effectiveness ratings in domains 1, 2, and 3
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Administration, teacher, and guidance counselor per session for after-school PD or common planning for CCLS units, performance tasks, and rubrics

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

CCLS training for parents for to understand transition, process, evaluation, and how to support their child
Peer Review process in which they look at student work with teacher teams
SLT and parent presentations

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.	One to one, small group	During and after school
Mathematics	Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.	One to one, small group	During and after school
Science	Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.	One to one, small group	During and after school
Social Studies	Students who are struggling in their classes receive extra support from teachers during school “office hours” and from teachers and peers in the Student Support Center after school for	One to one, small group	During and after school

	<p>one hour Monday through Thursday. Advisory classes during the school day also have students monitor their progress, set goals and learn skills that necessarily to earn all the credits necessary for graduation.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>On a case by case basis</p>	<p>One to one</p>	<p>As needed</p>

**Title I Information Page (TIP)
For Schools 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.
Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.

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).
New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.
All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and implementation of these funds to meet the intent and purpose programs is done thoughtfully, in full accordance with the School Allocation Memo requirements for each service, to ensure that all students are receiving appropriate services so as to fully participate in the school community.

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.
During weekly departmental team meetings, teachers decide which assessments will be used, and after administering, meet to review results and make instructional decisions based on those outcomes. Teachers that are in departments in which MOSL baselines were administered will analyze that data to inform curricular development going forward, and provide aligned interim benchmarks to assess growth on targeted indicators. Departmental leads will share data analysis best practices with one another, and teachers will attend network and citywide professional development opportunities on data usage and analysis that are in line with the Danielson Framework for Teacher Effectiveness.

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).

MHV 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;**

MHV SCHOOL-PARENT COMPACT

OUR SCHOOL, IN COMPLIANCE WITH THE SECTION 1118 OF TITLE I, PART A OF THE NO CHILD LEFT BEHIND (NCLB) ACT, IS IMPLEMENTING A SCHOOL-PARENT COMPACT TO STRENGTHEN THE CONNECTION AND SUPPORT OF STUDENT ACHIEVEMENT BETWEEN THE SCHOOL AND THE FAMILIES. STAFF AND PARENTS OF STUDENTS PARTICIPATING IN ACTIVITIES AND PROGRAMS FUNDED BY TITLE I, AGREE THAT THIS COMPACT OUTLINES HOW PARENTS, THE ENTIRE SCHOOL STAFF AND STUDENTS WILL SHARE RESPONSIBILITY FOR IMPROVED ACADEMIC ACHIEVEMENT AND THE MEANS BY WHICH A SCHOOL-PARENT PARTNERSHIP WILL BE DEVELOPED TO ENSURE THAT ALL CHILDREN ACHIEVE STATE STANDARDS AND ASSESSMENTS.

I. SCHOOL RESPONSIBILITIES

PROVIDE HIGH QUALITY CURRICULUM AND INSTRUCTION CONSISTENT WITH STATE STANDARDS TO ENABLE PARTICIPATING CHILDREN TO MEET THE STATE'S STANDARDS AND ASSESSMENTS BY:

- **USING ACADEMIC LEARNING TIME EFFICIENTLY;**
- **RESPECTING CULTURAL, RACIAL AND ETHNIC DIFFERENCES;**
- **IMPLEMENTING A CURRICULUM ALIGNED TO THE COMMON CORE STATE LEARNING STANDARDS;**
- **OFFERING HIGH QUALITY INSTRUCTION IN ALL CONTENT AREAS;**
- **PROVIDING INSTRUCTION BY HIGHLY QUALIFIED TEACHERS AND WHEN THIS DOES NOT OCCUR, NOTIFYING PARENTS AS REQUIRED BY THE NO CHILD LEFT BEHIND (NCLB) ACT;**

SUPPORT HOME-SCHOOL RELATIONSHIPS AND IMPROVE COMMUNICATION BY:

- **CONDUCTING PARENT-TEACHER CONFERENCES EACH SEMESTER DURING WHICH THE INDIVIDUAL CHILD'S ACHIEVEMENT WILL BE DISCUSSED AS WELL AS HOW THIS COMPACT IS RELATED;**
- **CONVENING AN ANNUAL TITLE I PARENT MEETING PRIOR TO DECEMBER 1ST OF EACH SCHOOL YEAR FOR PARENTS OF STUDENTS PARTICIPATING IN THE TITLE I PROGRAM TO INFORM THEM OF THE SCHOOL'S TITLE I STATUS AND FUNDED PROGRAMS AND THEIR RIGHT TO BE INVOLVED;**
- **ARRANGING ADDITIONAL MEETINGS AT OTHER FLEXIBLE TIMES, E.G., MORNING, EVENING AND PROVIDING (IF NECESSARY AND FUNDS ARE AVAILABLE) TRANSPORTATION OR CHILD CARE FOR THOSE PARENTS WHO CANNOT ATTEND A REGULAR MEETING;**
- **RESPECTING THE RIGHTS OF LIMITED ENGLISH PROFICIENT FAMILIES TO RECEIVE TRANSLATED DOCUMENTS AND INTERPRETATION SERVICES IN ORDER TO ENSURE PARTICIPATION IN THE CHILD'S EDUCATION;**
- **PROVIDING INFORMATION RELATED TO SCHOOL AND PARENT PROGRAMS, MEETINGS AND OTHER ACTIVITIES IS SENT TO PARENTS OF PARTICIPATING CHILDREN IN A FORMAT AND TO THE EXTENT PRACTICABLE IN A LANGUAGE THAT PARENTS CAN UNDERSTAND;**
- **INVOLVING PARENTS IN THE PLANNING PROCESS TO REVIEW, EVALUATE AND IMPROVE THE EXISTING TITLE I PROGRAMS, PARENT INVOLVEMENT POLICY AND THIS COMPACT;**
- **PROVIDING PARENTS WITH TIMELY INFORMATION REGARDING PERFORMANCE PROFILES AND INDIVIDUAL STUDENT ASSESSMENT RESULTS FOR EACH CHILD AND OTHER PERTINENT INDIVIDUAL SCHOOL INFORMATION;**
- **ENSURING THAT THE PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT ARE DISTRIBUTED AND DISCUSSED WITH PARENTS EACH YEAR;**

PROVIDE PARENTS REASONABLE ACCESS TO STAFF BY:

- **ENSURING THAT STAFF WILL HAVE ACCESS TO INTERPRETATION SERVICES IN ORDER TO EFFECTIVELY COMMUNICATE WITH LIMITED ENGLISH SPEAKING PARENTS;**
- **NOTIFYING PARENTS OF THE PROCEDURES TO ARRANGE AN APPOINTMENT WITH THEIR CHILD'S TEACHER OR OTHER SCHOOL STAFF MEMBER;**
- **ARRANGING OPPORTUNITIES FOR PARENTS TO RECEIVE TRAINING TO VOLUNTEER AND PARTICIPATE IN THEIR CHILD'S CLASS, AND TO OBSERVE CLASSROOM ACTIVITIES;**
- **PLANNING ACTIVITIES FOR PARENTS DURING THE SCHOOL YEAR, E.G., PARENT-TEACHER CONFERENCES;**

PROVIDE GENERAL SUPPORT TO PARENTS BY:

- **CREATING A SAFE, SUPPORTIVE AND EFFECTIVE LEARNING COMMUNITY FOR STUDENTS AND A WELCOMING RESPECTFUL ENVIRONMENT FOR PARENTS AND GUARDIANS;**
- **ASSISTING PARENTS IN UNDERSTANDING ACADEMIC ACHIEVEMENT STANDARDS AND ASSESSMENTS AND HOW TO MONITOR THEIR CHILD'S PROGRESS BY PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES (TIMES WILL BE SCHEDULED SO THAT THE MAJORITY OF PARENTS CAN ATTEND);**
- **SHARING AND COMMUNICATING BEST PRACTICES FOR EFFECTIVE COMMUNICATION, COLLABORATION AND PARTNERING WILL ALL MEMBERS OF THE SCHOOL COMMUNITY;**
- **SUPPORTING PARENTAL INVOLVEMENT ACTIVITIES AS REQUESTED BY PARENTS;**
- **ENSURING THAT THE TITLE I FUNDS ALLOCATED FOR PARENT INVOLVEMENT ARE UTILIZED TO IMPLEMENT ACTIVITIES AS DESCRIBED IN THIS COMPACT AND THE PARENT INVOLVEMENT POLICY;**
- **ADVISING PARENTS OF THEIR RIGHT TO FILE A COMPLAINT UNDER THE DEPARTMENT'S GENERAL COMPLAINT PROCEDURES AND CONSISTENT WITH THE NO CHILD LEFT BEHIND TITLE I REQUIREMENT FOR ELEMENTARY SECONDARY EDUCATION ACT (ESEA) AND TITLE I PROGRAMS;**

II. PARENT/GUARDIAN RESPONSIBILITIES:

- **MONITOR MY CHILD'S ATTENDANCE AND ENSURE THAT MY CHILD ARRIVES TO SCHOOL ON TIME AS WELL AS FOLLOW THE APPROPRIATE PROCEDURES TO INFORM THE SCHOOL WHEN MY CHILD IS ABSENT;**
- **ENSURE THAT MY CHILD COMES TO SCHOOL RESTED BY SETTING A SCHEDULE FOR BEDTIME BASED ON THE NEEDS OF MY CHILD AND HIS/HER AGE;**
- **CHECK AND ASSIST MY CHILD IN COMPLETING HOMEWORK TASKS, WHEN NECESSARY;**
- **READ TO MY CHILD AND/OR DISCUSS WHAT MY CHILD IS READING EACH DAY (FOR A MINIMUM OF 15 MINUTES);**
- **SET LIMITS TO THE AMOUNT OF TIME MY CHILD WATCHES TELEVISION OR PLAYS VIDEO GAMES;**
- **PROMOTE POSITIVE USE OF EXTRACURRICULAR TIME SUCH AS, EXTENDED DAY LEARNING OPPORTUNITIES, CLUBS, TEAM SPORTS AND/OR QUALITY FAMILY TIME;**
- **ENCOURAGE MY CHILD TO FOLLOW SCHOOL RULES AND REGULATIONS AND DISCUSS THIS COMPACT WITH MY CHILD;**
- **VOLUNTEER IN MY CHILD'S SCHOOL OR ASSIST FROM MY HOME AS TIME PERMITS;**
- **PARTICIPATE, AS APPROPRIATE, IN THE DECISIONS RELATING TO MY CHILD'S EDUCATION;**
- **COMMUNICATE WITH MY CHILD'S TEACHER ABOUT EDUCATIONAL NEEDS AND STAY INFORMED ABOUT THEIR EDUCATION BY PROMPTING READING AND RESPONDING TO ALL NOTICES RECEIVED FROM THE SCHOOL OR DISTRICT;**
- **RESPOND TO SURVEYS, FEEDBACK FORMS AND NOTICES WHEN REQUESTED;**
- **BECOME INVOLVED IN THE DEVELOPMENT, IMPLEMENTATION, EVALUATION AND REVISION TO THE PARENT INVOLVEMENT POLICY AND THIS COMPACT;**
- **PARTICIPATE IN OR REQUEST TRAINING OFFERED BY THE SCHOOL, DISTRICT, CENTRAL AND/OR STATE EDUCATION DEPARTMENT LEARN MORE ABOUT TEACHING AND LEARNING STRATEGIES WHENEVER POSSIBLE;**
- **TAKE PART IN THE SCHOOL'S PARENT ASSOCIATION OR PARENT-TEACHER ASSOCIATION OR SERVE TO THE EXTENT POSSIBLE ON ADVISORY GROUPS, E.G., TITLE I PARENT COMMITTEES, SCHOOL OR DISTRICT LEADERSHIP TEAMS;**
- **SHARE RESPONSIBILITY FOR THE IMPROVED ACADEMIC ACHIEVEMENT OF MY CHILD;**

III. STUDENT RESPONSIBILITIES:

- **ATTEND SCHOOL REGULARLY AND ARRIVE ON TIME;**
- **COMPLETE MY HOMEWORK AND SUBMIT ALL ASSIGNMENTS ON TIME;**
- **FOLLOW THE SCHOOL RULES AND BE RESPONSIBLE FOR MY ACTIONS;**
- **SHOW RESPECT FOR MYSELF, OTHER PEOPLE AND PROPERTY;**
- **TRY TO RESOLVE DISAGREEMENTS OR CONFLICTS PEACEFULLY;**
- **ALWAYS TRY MY BEST TO LEARN.**

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);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 12	Borough Bronx	School Number 242
School Name Mott Hall V		

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 Peter Oroszlany	Assistant Principal Timothy Goettelmann
Coach type here	Coach type here
ESL Teacher Meri Cuni	Guidance Counselor Denise Starks
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Rosa Lopez
Related Service Provider Mrs. Auriema	Other type here
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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
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		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	73	ELLs as share of total student population (%)	%
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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														
Pull-out							26	18	4	13	5	3	4	73
Push-In														0
Total	0	0	0	0	0	0	26	18	4	13	5	3	4	73

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	32
SIFE	2	ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	45

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	13			36	1		23	1	13	72
Total	13	0	0	36	1	0	23	1	13	72

Number of ELLs who have an alternate placement paraprofessional:

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							24	18	4	11	3	3	2	65
Chinese														0
Russian														0
Bengali										2			1	3
Urdu													1	1
Arabic														0
Haitian														0
French							2							2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	0	0	0	0	0	26	18	4	13	5	3	4	73

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)							2	1	0	0	0	0	0	3

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)							9	4	1	5	1	0	0	20
Advanced (A)							15	13	3	8	4	3	4	50
Total	0	0	0	0	0	0	26	18	4	13	5	3	4	73

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	20	4			24
7	17	1			18
8	3	1			4
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	21		5						26
7	17		1						18
8	3		1						4
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	4		5		4				13
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	4		4	
Integrated Algebra	8		6	
Geometry	4		4	
Algebra 2/Trigonometry	3		1	
Math				
Biology				
Chemistry	3		1	
Earth Science	4		2	
Living Environment	10	2	4	1
Physics				
Global History and Geography	6		3	
US History and Government	6		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

We used Fountas and Pinnell running records and Writing Rubrics to determine the reading levels and writing abilities of ELL students. The data has guided us in providing instruction targeted to the specific needs of our students. The information helped to inform our school as to the reading and writing trends common among our ELL students. As a result, we have formed book clubs and writing tutorials to assist our students with focus on reading comprehension, word study for phonics, vocabulary development, spelling through direct instruction, and process writing. In examining the LAP data, we noted interesting trends especially in reading. In starting our book clubs, we noted increased scores in the reading section for most grades but not as significant in the writing section. We also noted that, at the high school level, our ELL population had a lower rate of passing Regent exams; hence the additional support at this level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data has also revealed that many of our beginners/intermediates are in need of listening/speaking development as well as reading/writing while many of our advanced students are in need of specific reading and writing instruction. As a result, we are best able to prepare student through listening, speaking, reading and writing activities in the classroom.
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](#))

The NYSESLAT assessments are used as diagnostic tools to provide a guideline for instructional planning and preparation in the four modalities. We are beginning to meet with colleagues to discuss current trends and research that might be utilized in literacy and content area classrooms. The collaboration amongst teachers and administration has afforded us the opportunity to share research and methodology that best supports our ELLs in their academic and language development. This collaboration among staff along with constant dialogue with students has helped to inform us on establishing the most appropriate assessments that can identify ELL needs and growth. The bilingual glossaries are shared with the content area teachers and parents to provide additional support if needed. The success of the ESL program for ELLs is evaluated by the progress made. Please note that the RNMR for the year 2013 is not available as of November 4, 2013.

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?

Across all grades we have identified reading and writing as the areas in need of most improvement. For this reason we have designed our ESL program around a writing curriculum tailored to the needs of English Language Learners. Reading support is offered through book clubs in the middle school and push in ESL at the high school level.

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](#).)

Grade teams use scholarship data to identify students who are struggling in their current classes and develop action plans for groups of student including ELL's. In departments, teachers analyze state assessment data to revise and improve curriculum as well as the data from periodic assessments. We also have an RTI specialist who creates groupings of students to receive instruction at their level. ELL's reading at a given reading level are grouped in this way.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All staff members receive PD around UDL and offering multiple entry points to students. Strategies and best practices including those for students developing their second language are shared in department and grade meetings and are noted in observations.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

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](#).)
At Mott Hall V, the ELLs are identified upon admission to the school and throughout the school year. After the parents of the newly enrolled students complete a Home Language Survey, which is done in the presence of Ms. Cuni, a certified ESL teacher and a translator who speaks the parent's language, we identify the potential ESL students. Then within ten days of their enrollment, these students are administered the Language Assessment Battery (LAB-R) to determine their level of English proficiency. For Spanish-speaking new entrants who score at or below the cut scores on the LAB-R, we also administer the Spanish LAB in order to determine language dominance for instructional planning in providing bilingual and ESL services. Based on their scores, the school decides whether they are eligible to receive services as English Language Learners.
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.
After administering the LAB-R, the parents of ELLs are informed of their child's ESL status and invited to attend a parent orientation meeting where they view the Parent Orientation DVD in their native language and complete the Parent Choice Survey. The parents are given the opportunity to ask questions about the three educational programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and services available for their children in New York City schools and our school respectively before making their choice. While general Parent Orientations are held in the fall and spring, individual parent conferences are held throughout the school year.
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 [\[see tool kit\]](#).)
Entitlement letters are mailed to the parents within the first ten days of initial enrollment. The ESL teacher mails these letters and keeps copies for school records. She also collects and stores the Parent Survey forms and Program Selection forms. If the parents choose a program that is not available in our school, we inform the parents of other schools that offer that particular program. If a program becomes available in our school, we make sure that this information is sent to the parents that had previously opted for that particular program. Our ESL teacher and the parent coordinator are in charge of reaching to all the parents.
For the past five years, at Comprehensive Model School Project, 96% of the ELL parents have opted for the Freestanding ESL program, which provides all instruction in English through the use of specific instructional methodologies. The program model offered at our school is aligned with the parent requests. Our goal is to have ELL's become English proficient by the end of their third school year.
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.
For the past five years, at Mott Hall V, 96% of the ELL parents have opted for the Freestanding ESL program, which provides all instruction in English through the use of specific instructional methodologies. The program model offered at our school is aligned with the parent requests. Our goal is to have ELL's become English proficient by the end of their third school year.
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.

In order to measure our students' progress of English language skills in listening, speaking, reading, and writing and determine proficiency levels (beginning, intermediate, advanced), we administer the NYSESLAT in the spring of each year. NYSESLAT scores help us identify who should continue to receive ESL services and determine our ELL's proficiency levels so that we can maximize ELL services and instruction to meet our students' needs. To determine NYSESLAT eligibility, we use the data from the RLAT report in the ATS system. This report provides raw scores of the latest NYSESLAT. We also use the RNMR report from the ATS which provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and listening/speaking. In February, a NYSESLAT testing schedule is created that allows the two ESL teachers to administer the NYSESLAT to each other's students during the class periods where they normally receive their ESL services. Preps and professional periods are used to score the writing section of the exam. All testing materials are prepared and packaged by Ms. Cuni with support from the schools testing coordinators.

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. [i](#)
The current trend of program selection made by parents at Mott Hall V has been English as a Second Language. The school is prepared through continued monitoring of program selections made by parents to adapt to the needs that are identified. A parent who selects a bilingual program not available at our school will be provided a list of schools in the district that offer said programs. If the parent chooses to keep their student at Mott Hall V will be informed of a list that the school maintains of all parents who request TBE programs. When the TBE list identifies 15 students of the same native language in two consecutive grades in the middle school or twenty students in any single grade in high school, we will create a bilingual class to accommodate the identified need.

Part 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])?

Mott Hall V is proud of its ability to maintain and develop excellent academic performance for its students. In an effort to support our English Language Learners we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous freestanding ESL program is both a push-in and pull out instructional model. A large percentage of our instructional plan calls for collaborative planning and curriculum-aligned support. We use ESL strategies both in the pull out and push in model.

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)?

All ELLs at the school receive the appropriate units of study in ESL for their level of English proficiency, as per CR Part 154. Beginning ELLs at the High School level receive 3 units of study in ESL (540 mins) while the Intermediate ELLs receive 360 mins, and Advanced ELLs receive 180 mins. Beginning and Intermediate ELLs at the Middle School level receive 3 units of study (360) while the Advanced receive more than one unit of study (180 mins). We have implemented pull out for 2 periods of reading instruction and 3 periods of writing instruction for Middle school. The high school has 4 periods of direct ESL Instruction with 4 periods of push-in instruction in subject areas heavy in literacy.

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.

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

Differentiated instruction is pursued through a well balanced literacy model. The Bloom's Taxonomy elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. In addition, all ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are more advanced. With such a diversified learning approaches ELLs are able to discover language through experiments and process writing approaches.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

If a student enters and is identified as a beginning ELL they are given the opportunity to practice state exams in their native language. If they show to do better in these practice exams they are able to take the exam or have a copy of the exam in their native language during the test administration.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are groups according to their strengths and areas in need of growth in terms of the four modalities. While a majority of assessments revolve around reading and writing, on a daily basis students have the opportunity to practice their speaking and listening skills through group or paired discussions. Strategies such as "Think, Write, Pair, Share" offer students the ability to

practice multiple modalities and receive feedback from the ESL teacher.

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).

We pay special attention to our SIFE population through differentiated instruction. SIFE students are included in Balanced Literacy Reading Writing Tutorials, and Book Clubs where we scaffold comprehension by paying special attention to vocabulary development. We also push in to provide extra support in the content areas. Special attention is provided to long term ELLs by an intensive reading and writing instruction. Additionally we provide extra support in preparation for the NYSESLAT, in order to support their exit from the program. In order to provide the best possible support to the ELLs that receive Special Education Services, we at Mott Hall V, increase the application of visual support to help them have a better understanding of the writing process. Also to increase their comprehensible input and meaning experience through scaffolded reading strategies, and increase application of kinesthetic strategies that support vocabulary development, syllabication, phonics and spelling. IEPs of individual student is reviewed to make sure that all instructional recommended strategies are properly implemented during instruction.

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?

ESL teachers read and students IEP's in order to determine what strategies will most successfully be implemented to meet both their learning needs and their language development. The use of such strategies as graphic organizers, visuals, sentence starters or framers, writing templates, hands on activities, scaffolded questions, etc, have shown to support learner with multiple needs.

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?

The school uses both a push in and pull out model to allow more flexibility for students whose IEP mandates and ESL mandates overlap. Book clubs and writing groups in the middle school and electives in the high school, allow students to be grouped according to their needs.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

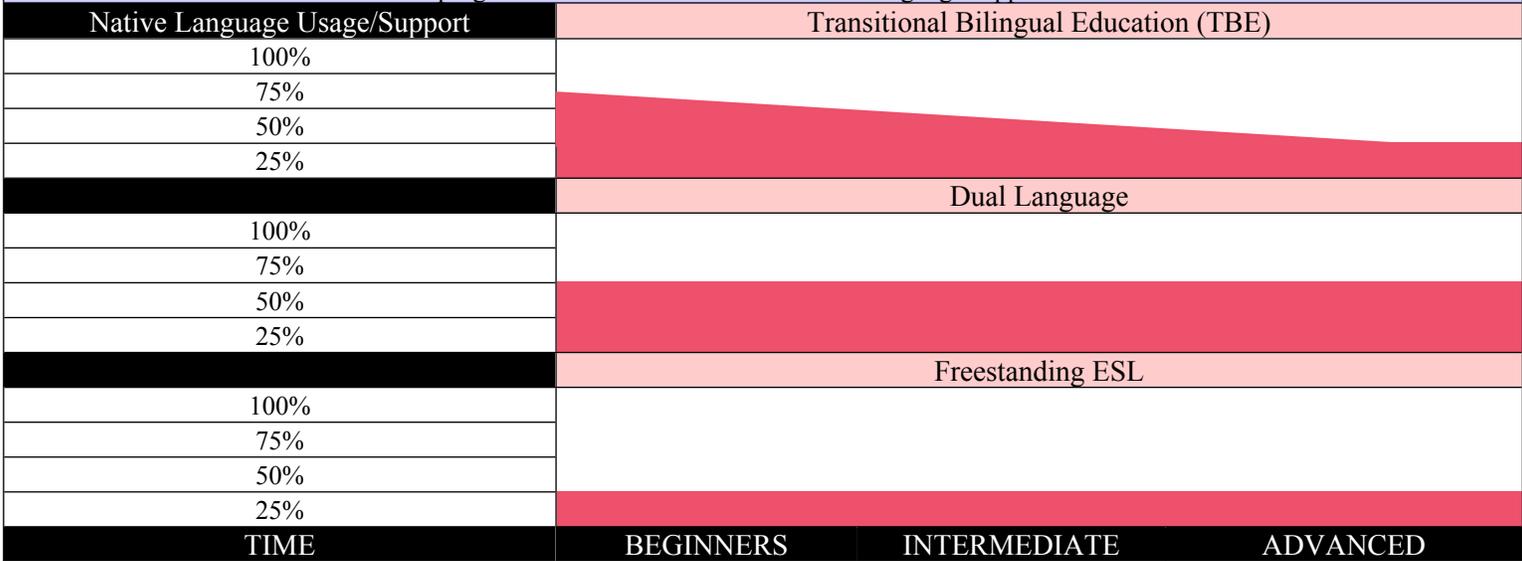
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

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

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

We have developed an ESL plan based on student's data from state examinations, teacher initiated reading and writing assessments along with periodic assessments. Our English Language Learners have shown improvements by either testing proficient in the NYSESLAT or moving from intermediate to advanced. For students who have been with us for 3 more years, while 36% scored as advanced in 2012, in 2013 76% of students did. Where we need to improve is moving our advanced students to proficiency and making gains in state assessments. While many students dropped this past year in state exam scores in the middle school, a disproportionate number of ELLs received 1's in both ELA and MATH. In the HS, ELL's regents pass rate is 58% where as the school's overall pass rate is closer to 78%.

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

We are currently looking into adding resources which allow students to gain more access to listening and speaking exercises at their own pace by creating multiple "centers" in the pull out classroom which best meet students' needs.

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

No programs will be discontinued so far.

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

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

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

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

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

Students are offered glossaries and dictionaries in their native language to use in the both ESL classes and in content courses. Teachers also provide texts and readings in native languages for beginner ELL's who have literacy proficiency in their native language. When students have had experience using these resources they have access to them for their end of term assessments.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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.

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

18. What language electives are offered to ELLs?

ELL's in the HS have the option of a heritage speaking Spanish course or a Language and Culture elective.

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)?

Paste response to questions here:

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.

At Mott Hall V we believe that the school is a place of learning not only for the students but for our entire team. Seeing as our ELL population continues to grow each year, particularly in the 6th grade, we've planned for professional development on serving ELL's into both the school day and offered outside PD to both ESL and general education teachers, who then turn key material in their teams.

All teachers in the building will receive PD specifically focused on servicing ELL's across content areas as well as learning about Universal Design for Learning in order to better plan with all learners in mind. Department chairs in both ELA and Math receive outside training on meeting the needs of ELL's provided by the city and our network. Our ESL coordinator attends PD provided by the network and passes along opportunities for PD to other teachers.

Each week teachers meet in grade teams to discuss any difficulties students may be encountering across content areas including struggling ELL's. In addition, the ESL department meets weekly to plan for school-wide PD, revise curriculum and develop systems to better monitor the progress of all ELL's throughout the year. The required 7.5 hours of ELL training is provided to all staff will take place through PD sessions on half day PD's where students are dismissed early for teachers to attend professional development sessions.

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?

Mott Hall V ensures that all parents, including parents of ELLs will be afforded the opportunity to participate in school meetings. Activities include: Holding monthly PTA meetings, SLT and all sub-committees of all of these bodies, Parent Teacher conferences, cultural nights, orientation meeting for incoming 6th grade families, workshops, hiring of a parent coordinator , developing a parent resource center. Our procedures for informing the parents in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: in addition to the above-mentioned parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Translations of all documents are provided in the student's home language as needed. The parent coordinator will provide parents with a monthly parent packet that will include, but is not limited to, parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year. Communications with ELL parents including group callings and individual telephone calls are conducted in English and in the student's home language, as appropriate. Our school monitors the attendance of parents at all school functions and asks for feedback from the 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12x242** School Name: **Mott Hall V**

Cluster: **6** Network: **603**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Mott Hall V	DBN: 12X242
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 62
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Looking at data from both State assessments and from teacher created tasks, our ELL population falls below the general education population in multiple areas. For example, in the 2012 ELA exam, our 6th grade ELL's, the grade with the highest percentage of students receiving ESL services, scored lower than the whole grade average on 80% of the questions asked. In Math, they scored lower on 75% of the questions. It is clear to us that this population needs both more support outside of the class as well as more training for all teachers who work with them on a daily basis.

All ELL's and former ELL's in grades 6-11 will be served in our programs, as the data shows that as a group, they are not meeting expectations to the same extent as the rest of the student body.

Title III funding is used for programs outside of our school day such as the Student Support Center. ELL's students receive tutoring services in their major subjects four days a week after school for an hour. The Student Support Center opened in November and will run through June. Title III funding is also used for Saturday Academy which offers state assessment preparation for ELA, Math and Content Regents exams. Saturday Academy begins and extends through the 8 weeks before the exam, depending on the grade level.

The language of instruction is English with native language support.

At least one certified ESL teacher will participate in the programs.

Students in the middle school attending afterschool tutoring have online materials to assist them in learning using the Desire to Learn platform through iLearn NYC. Student glossaries, and leveled libraries are used both during the school day and during Saturday Academy as well as test preparation materials for Saturday Academy, supported by title III funds.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here:

At Mott Hall V we believe that the school is a place of learning not only for the students but for our entire team. Seeing as our ELL population continues to grow each year, particularly in the 6th grade, we've planned for professional development on serving ELL's into both the school day and offered outside PD to both ESL and general education teachers, who then turn key material in their teams.

All teachers in the building will receive PD specifically focused on servicing ELL's across content areas as well as learning about Universal Design for Learning in order to better plan with all learners in mind. Department chairs in both ELA and Math receive outside training on meeting the needs of ELL's provided by the city and our network. Our ESL coordinator attends PD provided by the network and passes along opportunities for PD to other teachers. Topics of PD include "Enacting CCLS Practices to Support ELLs Achievement in Math" and "QTEL"

Each week teachers meet in grade teams to discuss any difficulties students may be encountering across content areas including struggling ELL's. In addition, the ESL department meets weekly to plan for school-wide PD, revise curriculum and develop systems to better monitor the progress of all ELL's throughout the year.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Mott Hall V ensures that parents of ELLs will be afforded the opportunity to participate in school meetings. Activities include: Holding monthly PTA meetings with translators present, SLT and all sub-committees of all of these bodies, Parent Teacher conferences, cultural nights, orientation meeting for incoming 6th grade families, workshops, hiring of a parent coordinator , developing a parent resource center.

Our procedures for informing the parents of ELL's in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: in addition to the above-mentioned parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Translations of all documents are provided in

Part D: Parental Engagement Activities

the student's home language as needed. The parent coordinator will provide parents with a monthly parent packet that will include, but is not limited to, parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year. Communications with ELL parents including group callings and individual telephone calls are conducted in English and in the student's home language, as appropriate. Our school monitors the attendance of parents at all school functions and asks for feedback from the parents.

Parents workshops designed for parents of ELL's and supported through title III funds include an orientation at the beginning of the year, graduation requirements and understanding the college process, which are supported by at least one ESL teacher.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$9,000	Programs to support academic instruction: afterschool programs NYSESLAT / Regents Prep - 2 teacher x 3 hrs per week x 12 weeks = 72 hours @ 49.89= 3,592.08 Student Support Center -2 teachers x 2 hrs per week x 26 weeks =100 hrs @\$49.89 = \$5,192.92 Teacher per session for parental involvement : 1 teachers x 2hr for 3 sessions = 6 hrs @ \$49.89 =\$299.34
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, 	\$2,200	To purchase supplemental materials (ie books for book club that are more relevent to ELL students; videos, NYSESLAT preparation workbooks; Regents preparation workbooks;

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		folders; bilingual glossaries)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11, 200	