



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MOTT HALL COMMUNITY SCHOOL

DBN (i.e. 01M001): 08x467

Principal: JUANA ROSARIO

Principal Email: JROSARI2@SCHOOLS.NYC.GOV

Superintendent: TIMOTHY BEHR

Network Leader: RUDY RUPNARAIN

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
Juana Rosario	*Principal or Designee	
Jonnell Green	*UFT Chapter Leader or Designee	
Colleen Hill	*PA/PTA President or Designated Co-President	
Rosa Cipolla	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Yasemin Tomko	Member/ Teacher : SLT Secretary	
Emilia Albo	Member/ Teacher	
Vincent Mancino	Member/ Parent: Chairperson	
Cathy Panarese	Member/ Parent	
Lisa Mateo	Member/ Parent: Facilitator	
Denise Williamson	Member/ Parent	
David Pretto	Member/ Staff	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 08X467

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	262	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	30	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	13	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	64.0%	% Attendance Rate			91.6%
% Free Lunch	67.6%	% Reduced Lunch			13.1%
% Limited English Proficient	7.6%	% Students with Disabilities			24.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			15.3%
% Hispanic or Latino	65.8%	% Asian or Native Hawaiian/Pacific Islander			2.2%
% White	16.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.62	# of Assistant Principals			1
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			15.2%
% Teaching with Fewer Than 3 Years of Experience	45.5%	Average Teacher Absences			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4			13.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			58.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

The 12-13 SCEP directly addressed the major instructional initiatives outlined in the 12-13 CIE, and its goals focused the school on the development of a rigorous school-wide curriculum. This includes the initial development of systems and structures to monitor and assess curriculum and instruction, which did not previously exist in the school. As a result, the majority of the strategies overlapped into two or more of the 12-13 SCEP tenets; this alignment allowed the school to make efficient use of its key personnel and resources.

Describe the areas for improvement in your school's 12-13 SCEP.

The areas of improvement in the 12-13 SCEP lie in calibrating and refining the strategies outlining the roadmap to achieving each goal. While systems and structures were created and implemented to monitor and assess curriculum and instruction, revision of different components of these systems would make these systems more efficient and/or effective for 13-14. Also, while all but one of the 12-13 CEP goals were met, the degree to which they were met can be improved upon, particularly in the refinement of unit and lesson plans for more consistent evidence of rigor and UDL principles across the school.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

One major barrier in implementing the 12-13 CEP was the level of staff expertise in the instructional strategies required to implement the Common-Core Instructional Shifts in literacy and mathematics. A challenge encountered when implementing the 12-13 CEP was the task of increasing staff capacity to ensure school-wide implementation of the goals, particularly those for tenets three and four. Additionally, staff expertise in UDL principles was limited. The amount of time necessary to increase staff capacity in CCLS, Danielson framework, and UDL could not be realized within the regular school day.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

The primary challenge in implementing the 12-13 CEP was the sheer amount of improvement to curriculum and instruction in the school in order to meet each component of the 12-13 CIE, and this factor affected the degree to which each goal was met. For example, the creation of Common-Core aligned performance tasks embedded in units of study that were infused with Universal Design for Learning principles was accomplished. However, the primary focus was on the development of the performance tasks themselves, with student choice as the core differentiation feature.

The voluntary professional development was marginally successful, in that only a small percentage of staff participated, and participation waned as the school year progressed. The position of community associate could not be created due to a centrally imposed hiring freeze; however, a staff member performed all the functions listed in the 12-13 CEP goals as described.

Were all the goals within your school's 12-13 SCEP accomplished?

Yes	x	No
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If all the goals were not accomplished, provide an explanation.

Goal Four called for a 15% increase in the number of students responding "agree" or "strongly agree" to the LES statement "Students who get good grades in my school are respected by other students." The school did see a 12% increase in the number of students responding "strongly agree" to this statement; however, the numbers responding "disagree" and "strongly disagree" remained effectively static, with only a 1% change in each. This may be attributed to all reward systems being delivered top-down, from school to student, with little input from students. Additionally, the groupings of rewarded students also remained relatively static, and efforts to incorporate a larger percentage of students were varied in their rate of success.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

x	Yes	No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

One challenge in implementing the 2013-2014 SCEP is the amount of staff turnover from the previous year: eleven positions have been replaced with new personnel, including the principal. Six teachers have less than two years' experience. Additionally, there are two new curricula in math and ELA to implement, and a new teacher evaluation system to follow when conducting

and recording formal and informal observations.

One third of our student population is classified as students with special needs and as a subgroup have demonstrated low levels of academic achievement.

List the 13-14 student academic achievement targets for the identified sub-groups.

Students held over from promotion as a result of the 2012-2013 achievement levels are a priority sub-group for the 2013-2014 academic year. These students are being targeted individually. Their academic, social, and emotional progress is monitored on a weekly basis

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will maintain regular communication with staff, via weekly department meetings embedded into teacher programs, weekly professional development on Wednesdays via an SBO adjustment to the 37.5 minute extended day schedule, email, and memos.

School leaders will communicate with the community through monthly mailings containing a school calendar, Global Connect phone updates, email and text alerts via EngradePro online grade book, the school website, and through community leaders on the SLT and Parent's Association.

Describe your theory of action at the core of your school's SCEP.

The theory of action at the core of our SCEP lies within professional learning communities, professional development, data analysis, and literacy. With two new Core Curriculum programs and a new teacher evaluation system, coupled with a high percentage of inexperienced teachers, it is crucial that capacity is built quickly and efficiently. With a student population with a low literacy profile, a school wide focus on literacy will contribute to increased student achievement on state and local assessments.

If teachers have a weekly department meeting embedded within their schedule, then they will meet regularly and collaborate on refining the implementation of a coherent curriculum. If teachers collaborate regularly on refining the implementation of a coherent curriculum, then successful practices will be shared across grade levels and facilitate implementation with fidelity. If a school-wide understanding of the CCLS anchor standards in literacy and the literacy instructional shifts is collaboratively developed in the beginning of the year, then all teachers will be equipped to incorporate them in their unit planning for the year. If all teachers incorporate the CCLS anchor standards and literacy instructional shifts in their unit planning, then students will be reading to learn and writing to teach for a significantly higher percentage of their day than in past years. With sustained support in literacy and mathematics instructional strategies from network coaches and outside consultants, teachers will improve the implementation of best practices aligned to the instructional shifts. With student progress regularly assessed, instructional and curricular decision will be adjusted based on the evolving needs of the students.

With the implementation of a formalized positive behavior intervention system, the social and emotional needs of the entire student body will be addressed. If these needs are addressed, then students, particularly chronically absent students, will be more motivated to attend on a regular basis. Also, if these needs are addressed, then the culture of peer respect for achievement will improve.

And ultimately, if students spend the majority of their day interacting with text, then their literacy skills will improve, which will result in increased student achievement on state assessments.

Describe the strategy for executing your theory of action in your school's SCEP.

Focus funds will be used to secure consultants specializing in mathematics instruction, literacy, and data collection and analysis. Teacher programs will include a department meeting as the twenty-fifth period. The assistant principal will facilitate weekly meetings with academic departments to support and monitor the implementation of curriculum and instructional practices aligned to the Common Core Instructional Shifts.

List the key elements and other unique characteristics of your school's SCEP.

One key element of Mott Hall Community School's SCEP is the coordination of observation feedback and professional development. School leaders, achievement coaches, and consultants regularly assess current instructional trends and progress, adjusting plans as necessary. Another key element is the use of data to inform and assess all aspects of the stated goals. All aspects of the school's goals and student achievement are tracked and monitored, holding all parties accountable. A third key element of the SCEP is the commitment to the development of professional learning communities through programming and fund allocation. A final key element of this year's SCEP is the development of the formalized PBIS system and its coordination with the

existing systems for academic intervention services and student social/emotional development.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Mott Hall Community School will rely heavily upon data analysis to oversee and manage this improvement plan. All aspects of the SCEP are monitored through various data mediums, and are regularly reviewed to monitor the progress of the school in its efforts to reach all goals.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
“Strengthen the school’s monitoring of curricular, instructional, and organizational decisions to maximize coherence to improve achievement of school-wide goals.”			
Review Type:	DQR	Year:	2012-2013
		Page Number:	5
		HEDI Rating:	Effective

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision	x	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, teachers will receive at least six informal observations including regular, actionable feedback in accordance with the Advance teacher evaluation system, in order to better identify students’ needs and learning preferences across content areas with the goal of improving student performance, particularly students with disabilities and ELLs.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
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A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> 1. Formal and informal observation cycles aligned to the Advance teacher evaluation system provide feedback and next steps to teachers to facilitate differentiation in the classroom. Observations will occur monthly from September until April. Feedback from prior observations will be cycled into the next observation to ensure that all feedback is actionable. (SOP 2.5) 2. Professional development surrounding the domains of the Danielson framework will be provided to all staff, facilitated by school leaders, instructional leads in literacy and math, administrative interns, network achievement coaches, and outside consultants. (SOP 2.5) 3. Weekly department meetings where teachers and school leaders analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. Discipline-specific teams collaboratively look at student work across grade levels in order to gain a longitudinal perspective on the strengths and weaknesses of the school’s curriculum and pedagogy, and teachers are able to share successful practices and activities with their departmental colleagues. Data sources include, but are not limited to, state assessment results, report cards, Engrade online grade books, ELA and math simulations, Lexile reading levels, Achieve 3000, Math XL, and Code X and CMP3 unit summative assessments. (SOP 2.3; 2.4) 4. AIS: students requiring additional targeted instruction beyond the regular school day will be referred to extended day tutoring on Tuesdays and Thursdays for 50-minute blocks of small-group targeted instruction. Data sources are consulted and utilized to refine student groupings based on analysis of the most current data. Further intensive interventions are provided to students on Mondays and Wednesdays, with teacher-student ratios held at no greater than 1:5. (SOP 2.3) 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. School leaders 2. School leaders, network achievement coach, outside consultants in literacy, math, and data, and instructional leads 3. School leaders and outside data consultant 4. School leaders 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. School Leaders will conduct a minimum one observation, per teacher, per month, until April 30. 2. Informal observations will demonstrate the impact of professional development on the Danielson Framework. 3. Data spreadsheets monitoring the progress of formative student data will be updated on an ongoing basis and reviewed by teacher teams and school leaders. 4. Student progress will be monitored quarterly based on Achieve 3000 (literacy) and MRI (math) data. 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. October 1 to April 30 	

2. September 9 to May 31
3. September 9 to May 31
4. September 17 to May 31

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

1. Primary and secondary evaluators will alternate between pre-determined teacher groupings after each cycle.
2. Weekly department meetings have been programmed into teacher programs as their twenty-fifth period. Weekly staff meetings have been programmed via a modification of the 37.5 minute extended day schedule via SBO.
3. Weekly department meetings have been programmed into teacher programs as their twenty-fifth period. Weekly staff meetings have been programmed via a modification of the 37.5 minute extended day schedule via SBO.
4. Extended Learning Time has been created on Mondays and Wednesdays using per-session funding.
5. Two workshops for Parents – Women’s Health and Men’s Health. Food, Incentives and Service Providers.

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

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

“Continue to strengthen the aligned curriculum and academic tasks across all grades and subject areas in order to ensure it is rigorous for all students, including diverse learners.”

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

Annual Goal #2

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

By June 2014, all teachers will engage in the collaborative inquiry process on teacher teams to refine curriculum maps and rigorous Common Core-aligned units of study that include common benchmark assessments and a culminating performance task with targets, multiple entry points to ensure student access, specifically including ELLs and students with disabilities, and instructional sequences defined by increasing levels of rigor and complexity, as evidenced by artifacts from teacher team meetings and observations.

Instructional Strategies/Activities

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

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

1. Weekly department meetings where teachers and school leaders analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. Discipline-specific teams collaboratively look at student work across

grade levels in order to gain a longitudinal perspective on the strengths and weaknesses of the school's curriculum and pedagogy, and teachers are able to share successful practices and activities with their departmental colleagues. Data sources include, but are not limited to, state assessment results, report cards, Engrade online grade books, ELA and math simulations, Lexile reading levels, Achieve 3000, Math XL, and Code X and CMP3 unit summative assessments. **(SOP 3.2, 3.3, 3.5)**

2. Understanding by Design template and principles will be the framework for unit planning in all core subject areas, and each unit will be aligned to Common Core Learning Standards in literacy and mathematics. Webb's Depth of Knowledge will be the framework for designing questioning and discussion techniques, as well as infusing and tracking higher-order thinking skills in the curriculum. Universal Design for Learning will be the framework for differentiating instruction and providing access to all learners, including the development of multiple entry points for ELLs and students with disabilities. **(SOP 3.3)**
3. Professional development in unit and lesson planning will be facilitated with all teachers, including: lesson plan clinics with network achievement coach, PD cycles in the implementation of the Core Curriculum in ELA and math facilitated by publishers and central DOE curriculum staff, PD cycles in refining curriculum maps, unit and lesson plans to align with the Common Core Instructional Shifts facilitated by literacy and math consultants, and additional PD facilitated by school leaders. Instructional leads in literacy and math will attend eight institutes coordinated by the network and facilitated by consultants. Instructional leads will turnkey information to school leaders, who will then coordinate the school-wide dissemination through weekly department meetings and other means. **(SOP 3.2)**
4. Data consultant will gather, assemble, and disseminate school-wide data for administrative and pedagogical review doe department-wide and school-wide action plans. **(SOP 3.5)**

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

1. School leaders and data consultant
2. Literacy and math consultants
3. Literacy, math, and data consultants, network achievement coaches, instructional leads in literacy and math
4. Data consultant

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

1. School leaders will meet and reflect with consultant at regular intervals and at the end of the year to assess impact
2. School leaders will meet and reflect with consultant at regular intervals and at the end of the year to assess impact
3. School leaders will meet and reflect with consultant and coaches at regular intervals and at the end of the year to assess impact
4. School leaders will meet and reflect with consultant at regular intervals and at the end of the year to assess impact

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

1. September 9 to May 31
2. December 1 to May 31
3. October 1 to May 31
4. September 17 to May 31

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

1. Weekly department meetings are programmed into each teacher's program as the twenty-fifth period. Weekly staff meetings have been programmed via a modification of the 37.5 minute extended day schedule via SBO.
2. Six half-days have been approved by PTA, UFT, and the DOE. These half-days will be used to provide teachers and school leaders with additional time for these activities.
3. Substitutes will be funded through TL Citywide Instructional Expectations funding, and consultants will be funded through Priority/Focus funding.
4. Priority/Focus funding will account for data consultant.
5. 35 Textbooks used for afterschool "High Marks Living Environment Regent Made Easy
6. A School Aide will use per session twice a week for an hour to enter SWISS PBIS Data in the computer.
7. PBIS incentives for the ROAR Store – Movie Tickets, ect.
8. PBIS incentives for the ROAR Store - Gift Cards- Donkin' Dounuts, Subway ect.
9. PBIS incentives for the ROAR Store – Oriental Trading

Budget and Resource Alignment

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

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

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Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
"Strengthen teacher practices to include multiple entry points in order to cognitively engage all learners in challenging tasks and higher-order thinking skills and to accelerate performance outcomes for all learners, including English language learners, special needs students and high achievers."							
Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.							
x	4.2 Instructional practices and strategies			x	4.3 Comprehensive plans for teaching		
	4.4 Classroom environment and culture			x	4.5 Use of data, instructional practices and student learning		

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
Teachers will consistently differentiate instruction based on data analysis resulting in purposeful grouping, differentiated tasks and targeted instructional strategies to promote student achievement at all levels. By June 2014, all teachers will enhance the evolving school-wide coherent curriculum through the infusion of Universal Design for Learning strategies in curriculum maps, unit and lesson plans that are aligned to the CCLS in literacy and mathematics.							

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
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A. Strategies/activities that encompass the needs of identified subgroups							
1. Weekly department meetings where teachers and school leaders analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. Discipline-specific teams collaboratively look at student work across grade levels in order to gain a longitudinal perspective on the strengths and weaknesses of the school's curriculum and pedagogy, and teachers are able to share successful practices and activities with their departmental colleagues. Data sources include, but are not limited to, state assessment results, report cards, Engrade online grade books, ELA and math simulations, Lexile reading levels, Achieve 3000, Math XL, and Code X and CMP3 unit summative assessments. (SOP 4.2)							
2. Understanding by Design template and principles will be the framework for unit planning in all core subject areas, and each unit will be aligned to Common Core Learning Standards in literacy and mathematics. Webb's Depth of Knowledge will be the framework for designing questioning and discussion techniques, as well as infusing and tracking higher-order thinking skills in the curriculum. Universal Design for Learning will be the framework for differentiating instruction and providing access to all learners, including the development of multiple entry points for ELLs and students with disabilities. (SOP 4.3)							
3. Professional development in unit and lesson planning will be facilitated with all teachers, including: lesson plan clinics with network achievement coach, PD cycles in the implementation of the Core Curriculum in ELA and math facilitated by publishers and central DOE curriculum staff, PD cycles in refining curriculum maps, unit and lesson plans to align with the Common Core Instructional Shifts facilitated by literacy and math consultants, and additional PD facilitated by school leaders. Instructional leads in literacy and math will attend eight institutes coordinated by the network and facilitated by consultants. Instructional leads will turnkey information to school leaders, who will then coordinate the school-wide dissemination through weekly department meetings and other means. (SOP 4.2)							
4. Data consultant will gather, assemble, and disseminate school-wide data for administrative and pedagogical review doe department-wide and school-wide action plans. (SOP 4.5)							
B. Key personnel and other resources used to implement each strategy/activity							
1. School leaders and data consultant							
2. Literacy and math consultants							

3. Literacy, math, and data consultants, network achievement coaches, instructional leads in literacy and math
4. Data consultant
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. School leaders will meet and reflect with consultant at regular intervals and at the end of the year to assess impact.
2. School leaders will meet and reflect with consultants at regular intervals and at the end of the year to assess impact
3. School leaders will meet and reflect with consultants and coaches at regular intervals and at the end of the year to assess impact
4. School leaders will meet and reflect with consultant at regular intervals and at the end of the year to assess impact
D. Timeline for implementation and completion including start and end dates
1. September 9 to May 31
2. December 1 to May 31
3. October 1 to May 31
4. September 17 to May 31
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Weekly department meetings are programmed into each teacher's program as the twenty-fifth period.
2. Six half-days have been approved by PTA, UFT, and the DOE. These half-days will be used to provide teachers and school leaders with additional time for these activities.
3. Substitutes will be funded through TL Citywide Instructional Expectations funding, and consultants will be funded through Priority/Focus funding.
4. Priority/Focus funding will account for data consultant.
5. Post it Chart to enhance print rich classrooms – Process Charts

Budget and Resource Alignment

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

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
"Strengthen the school's monitoring of curricular, instructional, and organizational decisions to maximize coherence to improve achievement of school-wide goals."			
Review Type:	DQR	Year:	2012-2013
Page Number:	5	HEDI Rating:	Effective

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the school will create a culture and spirit that fosters student achievement and celebrates success and pride, as evidenced by the school averaging 94% attendance for the 2013-2014 school year	

Instructional Strategies/Activities

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

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

1. The creation of the Positive Behavior Intervention Systems (PBIS) Committee, chaired and coordinated by the dean of students, will address various initiatives that contribute to fostering a school culture that promotes and celebrates student achievement. These initiatives include anti-bullying, nutrition and fitness, and student awards. The PBIS committee will assist in the creation of awards, prizes, and other incentives for students who achieve at a high level. The committee will conduct assemblies, gather and analyze current data on student trends, and work to actively involve student groups who historically have not achieved at a high level. Ceremonies and awards will be coordinated for students achieving for both academics and attendance each quarter. Through the implementation of MHCS school-wide behavior systems matrix, R.O.A.R. (Respect, Organization, Attendance and Responsibility) students will be positively acknowledged when they adhere to these expectations. Posters will be hung throughout the school to display the expected behavior in the different areas of the school. In addition, there will be school dances, a ROAR store, and other school activities that will help promote and reward positive behaviors among our students. The goal of the PBIS team is to foster an atmosphere of mutual respect in student to student and student to adult interactions. **(SOP 5.3)**
2. The talent show committee will hold two talent shows over the course of the year to celebrate the artistic achievements of MHCS students. **(SOP 5.3)**
3. The guidance department will coordinate Respect for All activities. **(SOP 5.3)**
4. Student attendance has averaged 91% over the past two years, far below the city average. Since students cannot learn if they are not in school, the school has focused its attention on refining the systems geared towards tracking student attendance and maintaining two-way communication between school and home. Classes and grades that average 95% attendance in a month earn a dress-down day, and have the opportunity to earn a pizza party if they earn a higher percentage. School aide who handles attendance calls every family of students who are marked absent that day. Attendance teacher works in collaboration with Child Study Team to strategically work with the families of chronic absentees, in order to increase their time in school. Period attendance was instituted in the school in order to track time on task rates across the school day of chronically tardy students. **(SOP 5.2)**

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

1. Dean of students, guidance counselors, PBIS team
2. Music teacher
3. Guidance counselors
4. Principal, attendance teacher, parent coordinator, School-Based Support Team

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

1. The PBIS Committee will meet with the principal and assistant principal at least twice before end of the school year to reflect on and evaluate the program's effectiveness. Staff and students will be surveyed internally on their perceptions of the program's effectiveness.
2. Two talent shows involving students and staff will be completed by June 2013.
3. The guidance department will meet with the principal and assistant principal to reflect on the impact of Respect for All Week on the culture and spirit of the school.
4. Attendance percentages for each day during every month will be posted in the hall.

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

1. December 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014

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

1. After school activities will be funded through TL FSF per-session.
2. After school activities will be funded through TL FSF per-session
3. After school activities will be funded through TL FSF per-session
4. Child Study Team meetings are scheduled weekly for a 1.5 hour block of time. Attendance teacher is scheduled for weekly school visits and works with school aide monitoring attendance.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .						
x	PF AIS		PF CTE		PF College & Career Readiness	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

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

"Strengthen the school's monitoring of curricular, instructional, and organizational decisions to maximize coherence to improve achievement of school-wide goals."

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Effective
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	6.2 Welcoming environment	x	6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

.By the end of the school year, parents will participate in at least four workshops based on parent interest surveys.

Strategies to Increase Parental Involvement and Engagement

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

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

1. The Title I Committee consists of parent volunteers that, in consultation with, and approval of, the School Leadership Team, are responsible for allocating Title I funds from the school budget earmarked for parent involvement and engagement (2% of total school budget). The committee will survey the community, gauging interest on a variety of workshop topics. Based on the results of the survey, the committee will work with the school to secure highly qualified consultants to facilitate workshops that closely match the topics indicated in the survey as highly desirable by the community. **(SOP 6.4)**
2. MHCS administration, staff, and parents will collaborate on the development of a parent handbook. This handbook will be distributed to every parent. Additionally, a monthly calendar of Mott Hall events will be distributed to all families as well as maintained on the school website. Mott Hall Community School will increase the number of events parents are invited to, including awards ceremonies, talent shows, and workshops. Additionally, MHCS will improve communication efforts; in addition to backpacking flyers home, the school will make phone calls home, mail letters, follow up with Global Connect calls and emails, and maintain the school website with current information and announcements. **(SOP 6.3)**
3. The parent coordinator will develop and lead parent workshops on topics parents find most useful, including Engrade online grade book, ARIS, and the Common Core Learning Standards. Also, parent workshops in preparation for state assessments, navigating the school website, the high school selection process, and assisting students with organizational and study skills will be offered. The school will make a coordinated effort to reach out to parents inviting them to chaperone monthly field trips, and encouraging their involvement in dances and other events. **(SOP 6.2; 6.4)**

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

1. Title I Committee, Parent Coordinator, Principal, Assistant Principal
2. School leaders, Parent Coordinator
3. Parent Coordinator

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

1. After each workshop, the committee will submit an attendance page and a reflection on the success of the workshop. School leaders will review these and brainstorm strategies for improvement if deemed necessary, School leaders will meet at the end of the year to reflect on the success of the goal and survey parents to gauge their views on the success of the workshops.

- 2. School leaders will meet and reflect and at the end of the year to assess impact
 - 3. School leaders will meet and reflect at the end of the year to assess impact
- D. Timeline for implementation and completion including start and end dates**
- 1. December 2013- June 2014
 - 2. September 2013- June 2014
 - 3. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Title I committee budget allocation: 1% of Title I and 1% of Priority Focus allocations
 - 2. After school activities will be funded through TL FSF per-session
 - 3. Parent Coordinator allocation

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000	ELA AIS services are delivered in small groups; extended day tutoring student-teacher ratio is not to exceed 5:1.	During school, after school during extended-day tutoring
Mathematics	Math XL, Scholastic Math	ELA AIS services are delivered in small groups; extended day tutoring student-teacher ratio is not to exceed 5:1.	During school, after school during extended-day tutoring
Science	Achieve 3000; Science World	ELA AIS services are delivered in small groups; extended day tutoring student-teacher ratio is not to exceed 5:1.	During school, after school during extended-day tutoring
Social Studies	Achieve 3000; Junior Scholastic	ELA AIS services are delivered in small groups; extended day tutoring student-teacher ratio is not to exceed 5:1.	During school, after school during extended-day tutoring
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling focused on developing leadership skills, career development, peer mediation, and conflict resolution	Individual and group counseling	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

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

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).

Outside consultants and network achievement coaches will provide high quality professional development to teachers and principals. Principals will provide high quality professional development to staff, and work to build capacity within the staff.

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.).

Students in Temporary Housing are provided with school supplies and uniforms for the current year, as well as school supplies for their transition to high school.

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.).

N/A

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.

The Measures of Student Learning Committee was formed in June 2013, and met multiple times in accordance to the MOSL Committee guidelines supplied by the DOE. This committee provided the principal with informed input, including the input of staff members via informal survey by committee members, towards the ultimate decisions regarding the selection of appropriate multiple assessment measures.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

Parent Involvement Policy (PIP) Template

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

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

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

- utilize Title 1 Focus and Priority funds to support our ELL students and parents through ELT Expanded Learning Time programs.

Mott Hall Community School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center, including instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 08	Borough Bronx	School Number 467
School Name Mott Hall Community School		

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

Principal Juana Rosario	Assistant Principal David Pretto
Coach type here	Coach type here
ESL Teacher Rose Maschio	Guidance Counselor Carmen DelValle/Tanya Plummer
Teacher/Subject Area Gloria Mendia-Spanish	Parent type here
Teacher/Subject Area type here	Parent Coordinator Darlene Leidy
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team)	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	260	Total number of ELLs	23	ELLs as share of total student population (%)	8.85%
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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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							4	2	1					7
Push-In								12	4					16
Total	0	0	0	0	0	0	4	14	5	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	4

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	15	0	3	4	0	3	4	0	4	23
Total	15	0	3	4	0	3	4	0	4	23

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
Spanish																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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): <u>17</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u> </u>
Hispanic/Latino: <u>15</u>	Other: <u>17</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

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							3	8	4					15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	3	1					5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other									2					2
TOTAL	0	0	0	0	0	0	4	12	7	0	0	0	0	23

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	5	2					9

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)								2						2
Advanced (A)							2	7	3					12
Total	0	0	0	0	0	0	4	14	5	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				2
7	10				10
8	3				3
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2								2
7	11								11
8	4								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					6				6
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use diagnostic tests at the beginning of the year to recall prior knowledge for the current curriculum. Every 6-8 weeks there are interim assessments for cumulative curriculum year to date. The information from ARIS shows that some ELLs are scoring low in reading and math. ELLs are spread across levels 1, 2, and 3. This information guides our instructional plan for these students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In grade six we have 2 beginner and 3 intermediate ELLs. In grade seven we have 7 beginner, 2 intermediate and 3 advanced ELLs. In grade eight we have 2 beginner, 1 intermediate, and 2 advanced ELLs.
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](#))
Almost all of our ELLs scored higher in the listening and speaking than reading and writing. This affects the instructional decisions. As a result, writing has become a large component of all content areas.
4. 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?We have 12 beginners, 6 intermediate, and 6 advanced ELLs. There are no beginners in grade seven while there are five in grade eight. Last year we did not use the ELL Periodic Assessments. On the NYS ELA and Math Exams, all ELLs students are performing at Level I. This year we are giving students diagnostic exams in ELA and Math aligned to the Common Core Learning Standards that we will analyze to see how they are progressing through out the year. There will be other ongoing assessments carried out by the ESL teacher. Monthly data analysis of ELLs progress, is monitored by Administration and teachers. Beginner ELLs are provided tablets for translation into the native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher collaborates with each content-area teacher, recommending instructional strategies, targets, and critical background information on the students, including their ELL status.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program for ELLs is evaluated by the progress they make. The NYSESLAT scores are reviewed and compared from year to year. Students receive progress reports and are observed on how they complete assignments as well as test scores.

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 registration, parents receive and complete the home language survey assisted by Ms. Maschio, ESL teacher who speaks Spanish. There is an informal interview with the ESL teacher to verify the home language. The ESL teacher administers the LAB-R if necessary within ten days of registration. Students are then evaluated and placed according to their proficiency levels and grouped for instruction. The Spanish Lab is given to students after results of the LAB-R is received.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of newly admitted ELLs are invited to a parent orientation. Letters are sent home in their native language. At the orientation, within ten days of registration, which is conducted by the ESL teacher, parents view the video in their language which explains the different programs offered. They are encouraged to ask questions and complete the Parent Survey and Program Selection. Parents chooses the program. We then place student in the program chosen by parent.
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 distributed to students in their native language. If parents do not attend the first orientation, they are invited to a second one in order to complete the Program Selection. The ESL teacher coordinates this. All Letters are kept by Ms. Maschio. HLIS information are entered on ATS and forms are stored in the childs cummulative record.
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.
It is explained at the orientation that if we have 15 or more students who choose the Bilingual Program, a Bilingual class will be formed. They will also be notified that they have the option to transfer to another school with a Bilingual Program if we don't have enough students. Placement letters are given to parents. ESL teacher updates all information on ATS within 20 days.
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.
As soon as the testing window for the NYSESLAT begins, the ESL teacher will begin to test students. This year we will hire an F-Status ESL teacher to make sure that all students are tested and scored.
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. 
99% of the time our parents have chosen ESL. This year, of the four families all have chosen ESL.

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])?

The students are grouped by proficiency level. The beginners are in a Pull-Out program 4 periods a week and the ESL pushes in the other 4 periods a week. The Intermediate and Advanced students are part of a Push-In Program. Our school has a Block Program model where the students are grouped heterogeneously. The ESL teacher plans with the content area teachers involved.

2. 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)?

The ELL students have been placed in certain sections to ensure that they are receiving the mandated instructional time. The beginners and intermediate get 360 minutes of ESL. The advanced get 180 minutes of ESL and 180 minutes of ELA. The ESL minutes are delivered by a certified ESL teacher and the ELA by a certified ELA teacher.

3. 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.

Content area support is provided in various ways. Ell Students are grouped according to levels as determined by the most recent LAB-R scores. Student Learning Inventories are given to gain an additional insight. This is taken into consideration to maximize learning. Approaches can maybe visual, auditory or kinesthetic learners.

Push in assistance is offered to ELL students as they work independently . The ESL Teacher circulates and monitors student's comprehension and progress. Restating content area directions and modeling responses aid in making cognitive information more comprehensible.

The Pull Out format is also used. The ESL teacher in collaboration with the content area teacher takes the ELL students to a separate location and re-teaches the subject matter. The students can review key words or clarify concepts through role-playing, or using technology. The ELL students each ihave an pad to be use for understanding and communication. Key websites are used that make abstract concepts concrete and complete meaning through visual input.

Cognitive games which are student centered make learning concrete, independent and memorable. Often vocabulary or verb type bingo games in which the ELL student is the caller helps to create confidence in pronunciation as the learning environment is a risk free and a fun one where mistakes or risk-taking is encouraged and applauded.

Pocket Charts with sentence strips are used to make vocabulary words more student friendly. Different verbs with different verb endings can be modeled and remodel. The ELL student can call on others to arrange word strips with visuals in proper sentence sequence, or the correct meaning, or connect the country with the correct capital.

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

Textbooks and workbooks are provided in native language in subjects were available. Teachers collaboration with ESL teacher

and bilingual para professionals to translate other assessment materials.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Type response here

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).

At present we have 6 students identified as SIFE. These students currently take part in an intensive Pull-Out program as well as Push-In program of ESL instructions.

b. The Newcomers take part in an intensive Pull-Out Program as well as a Push-In Program of ESL instruction.

c-d. ELLs that have been receiving services 4 to 6 years as well as Long-Term ELLs receive academic interventions as needed in our extended day academic program. They are also in heterogenous classes receiving differentiated instruction is practiced.

e. Former ELLs will be continued to be a subgroup the school looks like to make sure that they continue to make progress. If needed teachers will scaffold work to support their needs.

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?

ELLs with special needs are given test modifications. The staff is made aware of their skills and performance levels. The ESL teacher collaborates with the Special Education teacher to improve the skills of these students. The ELAND review has been administered to all ELL-SWD students. Like all SWD mandates, ESL support is given when noted on student's IEP.

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?

ELLs with special needs participate in ESL with their general education ELL peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

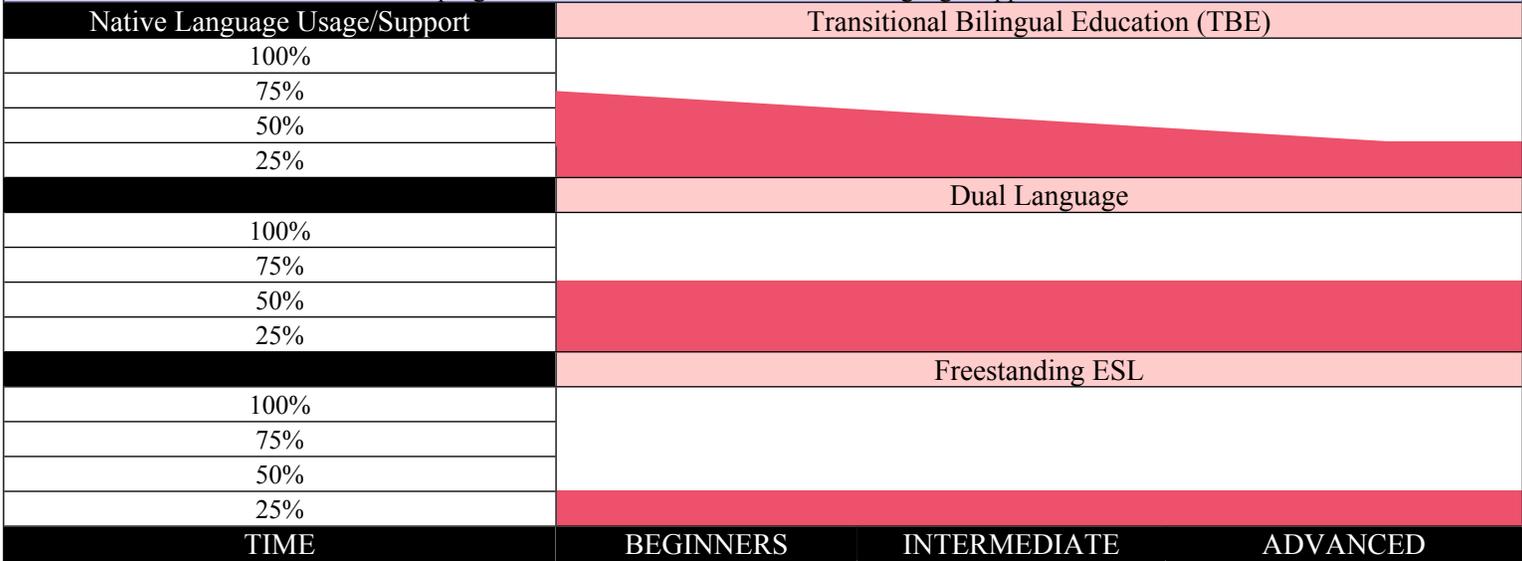
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

In the content areas, especially with the ELLs that are beginners, teachers use textbooks in the native language. Dictionaries and glossaries are used for all ELL subgroups. When tradebooks are not available, teachers use internet resources. Some ELLs are also receiving Academic Intervention Services in English for reading and math. All beginner ELLs utilize tablets for translation purposes throughout the school day. For targeted intervention in ELA, Social Studies and Science students log in to Achieve 3000 where they read leveled text to help them meet standards. Study Island is used in mathematics. Students are also invited to Monday and Wednesday intensive tutoring session with Ms. Maschio.

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 secured a full-time ESL teacher for the first time since the inception of the school. We are eagerly monitoring the effects of this personnel change. All teachers when looking at student data, look at the subgroups ELLs and F-ELLs. Teacher targets instruction to make sure students succeed. We look at student data once a month formally as a school.

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

We are considering more Push-In programs for the upcoming year.

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

We will discontinue some of the Pull-Out programs to prevent students from falling behind in the content areas.

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

ELLs are afforded equal access to all school programs. They participate in all core subject and arts courses. They also have access to afterschool extracurricular and intervention programs.

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

ELLs receive native language support and the use of laptops and/or tablets daily.

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

In the ESL program, students receive native language support through the use of dictionaries and glossaries. Newcomers are also assigned a buddy that speaks the same language.

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

ELLs are placed in age appropriate grades and the resources used are age appropriate.

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.

To assist newly enrolled ELLs there is an orientation in August. They are invited with the parents to visit the school.

18. What language electives are offered to ELLs?

Spanish is offered to all students in grades 7 and 8, including ELLs.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Teachers are encouraged to attend conferences on ELLs. Content area teachers also meet with the ESL teacher to discuss strategies. All teachers of ELLs attend Core Curriculum PD once a month.
 2. All teachers of ELLs attend both Codex and CMP3 (core curriculum) training which will support the Common Core Learning Standard. The ESL teacher support in identifying PD opportunities for all staff.
 3. The ESL teacher supports staff in making the transition from elementary to middle school. The guidance counselor provides ELLs and their families with guidance in high school options, requirements, and selection.
 4. 10 hours of training is scheduled throughout the year for all staff on ELL training. The agendas and sign in sheets are kept with all other PDs information in the Principal's Office.

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?
 1. Parents are invited to an orientation in August before the beginning of school. The orientation for newly admitted ELLs is in October. The ESL teacher reaches out to parents during the year. The SLT meets monthly which includes parents. Twice a year there are parent teacher conferences to discuss the goals for the students.
 2. We do not partner with other agencies or Community Based Organizations right now but will consider it in the future.
 3. The needs of the parents are evaluated through surveys and conversations.
 4. Materials sent home are translated in the parents' language. Members of our staff are bilingual (Spanish) and provide written translation as needed. We receive translated documentation from central that are then distributed to families in needs. For our Arabic families we use the DOE's Translation & Interpretation Unit to translate our documents
<http://schools.nyc.gov/Offices/Translation/default.htm>.

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: Mott Hall Community School

School DBN: 08X467

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Juana Rosario	Principal		11/22/13
David Pretto	Assistant Principal		11/22/13
Darlene Leidy	Parent Coordinator		11/22/13
Rose Maschio	ESL Teacher		11/22/13
	Parent		11/22/13
Gloria Mendia	Teacher/Subject Area		11/22/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Carmen Del Valle	Guidance Counselor		11/22/13
Rudy Rupnarain	Network Leader		11/22/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x467 **School Name:** Mott Hall Community School

Cluster: 6 **Network:** 608

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

Part A: Needs Assessment Findings

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

When students enroll it gives us the opportunity to engage parents and identify translation and oral interpretation needs. Completed HLIS are recorded on ATS and then stored in student's cumulative records. Home language is indicated on emergency cards.

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

Currently, there are four families that require written translation and oral interpretation needs. This was communicated to the school community by memo and faculty meetings. Interpretation notice signs are posted in the main office as well as the availability of all school documents translated in their home language.

Part B: Strategies and Activities

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

Members of our staff are bilingual (Spanish) and provide written translation as needed. We receive translated documentation from central that are then distributed to families in needs. For our Arabic families we use the DOE's Translation & Interpretation Unit to translate our documents: <http://schools.nyc.gov/Offices/Translation/default.htm>.

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

Members of our staff and school safety are bilingual and provide oral interpretation as needed; for our Arabic families we hire translators from the DOE's Translation & Interpretation Unit.

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

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