



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>23K522</b>
<b>School Name:</b>	<b>MOTT HALL IV MIDDLE SCHOOL</b>
<b>Principal:</b>	<b>DR. THOMAS MCBRYDE JR.</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Mott Hall IV Middle School School Number (DBN): 23K522  
School Level: Middle Grades Served: 6-8  
School Address: 1137 Herkimer Street  
Phone Number: 718-485-5240 Fax: 718-485-5948  
School Contact Person: Dr. Thomas McBryde Jr. Email Address: tmcbrydejr@schools.nyc.gov  
Principal: Dr. Thomas McBryde Jr.  
UFT Chapter Leader: Mr. Charles Leaton  
Parents' Association President: Ms. Shantay St. Johns  
School Leadership Team  
Chairperson: Ms. Alice Alexander- Felts  
Student Representative(s): Ms. Anayah Rosely

**District Information**

District: 23 Superintendent: Ms. Mauriciere DeGovia  
Superintendent's Office Address: 1665 St. Marks Ave, Brooklyn, New York 11233  
Superintendent's Email Address: mdegovi@schools.nyc.gov  
Phone Number: 718 240-3677 Fax: 718-385-3768

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: \_\_\_\_\_  
Network Number: 535 Network Leader: Ellen Padva

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Thomas McBryde Jr.	*Principal or Designee	
Mr. Charles Leaton	*UFT Chapter Leader or Designee	
Ms. Shantay St. Johns	*PA/PTA President or Designated Co-President	
Ms. Shaquanna Perkiss	DC 37 Representative, if applicable	
Ms. Anayah Rosely	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Diana Pitkin	CBO Representative, if applicable	
Ms. Alice Alexander Felts	Member/ Teacher	
Ms. SherylInne Gilles	Member/ Teacher	
Ms. Diane Charles	Member/ Parent	
Ms. Nicole Mark	Member/ Parent	
Ms. Lise Greaves	Member/ Parent	
Ms. Juanita Hallett- Pinckney	Member/ Parent	
	Member/	

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

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

It is our mission at Mott Hall IV to develop and nurture academic and social leaders by providing a safe environment, which promotes mutual respect among scholars, teachers, parents, administrators, and the community. Through our diverse and rigorous interdisciplinary curriculum, our scholars will enter High School fully prepared to compete globally, and work towards college and career readiness.

It is our vision that all stakeholders will work collaboratively to ensure scholars receive a standard-based rigorous academic education that promotes a commitment to leadership, service, and advocacy. The academic experience at Mott Hall IV will stimulate students' curiosity and critical thinking in order to create productive citizens and global leaders

After analyzing ELA state assessment data and teachers' unit assessments, the school leadership decided to create and implement a new reading program aimed at increasing student reading levels through targeted instruction and focus. At the beginning of the year, independent reading time was not programmed into the schedule because of the elimination of extended day for students to focus on teacher professional development. All students were assessed utilizing the Star reading program and group according to their data. We then decided to prioritize reading and build in an extra 50 minutes a day for independent reading. Students read the first 25 minutes of each day and 25 minutes during lunch independently. We then created a monthly literacy/ reading focus strategy that is implemented across disciplines. All teachers received professional development during their Monday professional learning time around the monthly strategy and how to provide effective instruction to implement the skill. Incentive reading programs activities were also developed such as the Principal's Book Club, 25 Book Club and field trips aligned to specific books and themes were established to increase student engagement.

School Strengths/Accomplishments:

- School leaders and faculty have effectively refined the curricula to align with key standards, the instructional shifts, and to emphasize rigorous tasks promoting high-level thinking across grades and subjects.
- School leaders and faculty enact a short list of clear goals that are informed by analyzed data, tracked for progress, and adjusted to drive efforts to accelerate student learning and foster social-emotional growth.
- School leaders embed high expectations in all aspects of school culture in alignment with the citywide instructional expectations (CIE), in order to raise levels of success for all constituents.
- Teachers are engaged in professional collaborations that build their capacity in making decisions related to curriculum development, the integration of the CCLS, and analyzing student work, resulting in improved student learning

School Challenges:

- Improving teacher pedagogy to provide multiple entry points into the curricula with challenging tasks to engage all students in higher-order thinking and discussion
- Strengthening teacher assessment practices to include meaningful feedback and reflect varied use of ongoing checks for understanding during lesson delivery so that all students demonstrate increased mastery.
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The Tenet that Mott Hall IV Middle School made the most growth in is Tenet 3: Curriculum Development and Support:

In lesson plans, teachers explicitly write their questions and the level of DOK they are operating on at respective moments in the lesson. For example, a math lesson plan contained the following, “Does the table represent a linear relationship? How did you decide? (DOK2)” An English language arts lesson plan cited “DOK3: Did Vaughters write the introduction? Identify clues that indicate whether Vaughters is the author.” This type of lesson design was also evident in science, the college and career readiness class, and writing class. Opportunities for re-teaching, scaffolding, and explicit teaching of the instructional shifts, especially building vocabulary and citing textual evidence, are evident across many parts of the curriculum. These attributes are visible in the structures that support curriculum planning and revisions such as a school-wide lesson plan template that considers essential questions, a lesson agenda, a “Do Now”, activities, key teaching points, teacher actions versus student actions, higher order questions, independent practice, and differentiation strategies where teachers listed student groupings and modifications that were inclusive of all learners, including English language learners and students with disabilities. All teachers observed in grades 6-8 across disciplines submitted this template as the format for their plan. Another structure used by the school is *Rubicon Atlas*. This online program manages the entire curriculum in the school. Every faculty member “logs-on” with an assigned user identification name. The program fosters communication between the administration and the teachers and from teachers to teachers. It allows users to upload their curriculum maps and track which standards have been taught, how many times, and what revisions were made as a result of student performance and success. As a result of these practices, students have access to curricula that are rigorous and accessible to a variety of learners and are aligned to the Common Core Learning Standards (CCLS).

The key area of focus this year is Tenet 4: Teacher Practices and Decisions:

At Mott Hall IV, lesson plan templates indicate planning for student groupings, differentiated graphic organizers, and varying levels of Depth of Knowledge questions. However, across classrooms, teaching strategies inconsistently provided multiple entry points into the curricula. This practice led to uneven student participation in tasks with reduced opportunities for high-order thinking to be demonstrated by the students. Depending on the classroom, the range of rigor and access varied. Students were seen engaged in rigorous activities that yielded challenge but granted access toward achieving positive outcomes such as reading a student-friendly version of *Macbeth* that contained translation and literary supports in an 8th grade English language arts class, or engaging in tasks and questions that did not grant accessibility as the teacher may have given too many directions at one time, or there was no differentiation evident in the materials that would grant the students access toward achieving the standard. Consequently, across the classrooms there are pedagogical gaps in what lesson plans consider versus what is available to students as they engaged in tasks, questions, and discussions in the classroom.

### 23K522 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	184	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	11	# Drama	N/A
# Foreign Language	N/A	# Dance	10	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.2%	% Attendance Rate		90.7%	
% Free Lunch	88.7%	% Reduced Lunch		4.4%	
% Limited English Proficient	2.9%	% Students with Disabilities		15.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		88.2%	
% Hispanic or Latino	9.8%	% Asian or Native Hawaiian/Pacific Islander		1.0%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.46	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		16.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.36	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.4%	Mathematics Performance at levels 3 & 4		8.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		46.4%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		87.5%	

Credit Accumulation High Schools Only (2013-14)			
% 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 (2014-15)			
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

<b>Part 1b. Needs/Areas for Improvement:</b>	
1.	Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the tenet, our plan is to adapt the curriculum to ensure multiple entry points for all students so they are appropriately challenged with higher level tasks that will elevate their learning. For example, provide teachers with time and support to modify the publisher's curriculum, focusing on higher-level questions and embedding rigorous habits in lessons as identified in the Quality Review conducted in.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of all teachers will adapt and modify the curriculum to ensure there are multiple entry points for all learners utilizing the Common Core Learning Standards to ensure rigorous instruction.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>At Mott Hall IV, we currently utilize a curriculum aligned to the Common Core Curriculum Standards. For example, teachers in math use CMP3 and teachers in ELA use Codex. Teachers utilize the curriculum materials provided and add additional supplemental materials to ensure rigor and differentiation is evident to meet the needs of all learners. To support teachers in developing plans that are aligned to CCLS and provide complex materials that stimulate higher order thinking, we will utilize Monday Professional Learning and content/ grade level team meetings opportunities to provide, teachers professional development in the areas of:</p> <ul style="list-style-type: none"> <li>• Depth of Knowledge and higher order questioning techniques</li> <li>• Incorporating Multiple Entry points</li> <li>• Curriculum and Unit planning</li> <li>• Inclusion of Culturally Relevant materials</li> </ul> <p>During Walkthroughs, school leaders will evaluate implementation of targeted strategies and provide timely feedback and support.</p> <p>Teachers will provide support to each by engaging in inter-visitations focusing on observing identified and specific areas of focus and provide feedback to their colleagues.</p> <p>During Team meetings, grade level and content air chairs will utilize protocols to analyze and evaluate curriculum and curriculum maps in Rubicon Atlas to assess the integration of multiple entry points and questioning in units. Teachers will also be able to plan collaboratively during these meetings as well in their content area teams.</p>	All Teachers	August 2014- June 2015	Principal and Assistant Principal, Consultant, Networks
<p>The principal and instructional cabinet has created a school wide focus on multiple points in all lessons to ensure access and scaffolding for all learners. Students will be flexibly grouped based on data to receive instruction that meets their individualized needs. There is a new intensified focused on reading and targeting specific groups to move them through scaffolding and tiered interventions. Teachers will also receive intervention services through professional development and utilization of Danielson rubric to improve their instructional practice and build their capacity in deficit areas. Lessons are revised and curricula is revised to meet the needs of our subgroups</p>	All Teachers	August 2014- June 2015	Principal and Assistant Principal Teachers, Grade and Content Chairs
<p>To increase parent involvement and engagement, during Parent Association meetings, we will provide parents with CCLS workshops to explain how they are intertwined within the curriculum and explain how they can support us at home. Teachers will provide content specific workshops on the curriculum and how parents can best support students at home by providing resources.</p>	All Families	September 2014- June 2015	Principal, Assistant Principal, Parent coordinator

<p>Across the school, there are opportunities for learning and collaboration which create relationships and build trust in the areas of: Teacher Professional Learning, Parent Professional Learning, and student collaboration and extended learning for all students</p> <p>Teachers will be working with each other to provide support, resources, and share best practices. Students will be working together collaboratively in groups. Parents will be working and learning collaboratively with the school staff to support students at home. And the finally, the administration will be working closely with staff and students to build their capacity and push their thinking.</p> <p>Across the school, there are opportunities for celebration for all stakeholders; Student work displays, Teacher of the Month, Student of the Month, Parent Incentives at Meetings</p>	All Stakeholders	August 2014- June 2015	Principal and Assistant Principal
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**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities</p>
<p>Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as:</p> <ul style="list-style-type: none"> <li>- On-site feedback given regularly to school leaders</li> <li>-Support in identification of research-based instructional strategies and planning teacher Professional Learning</li> <li>-Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.</li> <li>-Identification of parental resources</li> </ul>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>													
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>													
<p> </p>													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>
<ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>
<ol style="list-style-type: none"> <li>1. Administrative observation and evaluation of curriculum maps modification in Rubicon/Atlas: Midpoint benchmark: By January, 2-15 50% of staff will have made modifications to curriculum to reflect higher order questions and activities to push student thinking.</li> <li>2. Units of study that exhibit Understanding by Design (UBD) precepts: Midpoints benchmark: By January, 2015 teachers will be piloting the same unit of study in each grade and teacher teams will assess and refine.</li> <li>3. Improved performance of identified subgroups as evidenced by interim assessments</li> </ol>

4. Increased attendance at parent and family programs

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Students and families are positioned to engage in embedded structures and values that support high expectations as aligned to the NYC CIEs. Thus, the school should create a comprehensive plan based on a wide variety of data that allows all stakeholders to support all students. For example, school leaders could begin this work by organizing and RTI team that meets on a weekly basis to examine salient data, tiers, and provides appropriate interventions.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the RTI will meet weekly to engage in inquiry work that examines student data and tier placement at in order to create customized interventions to ensure students academic success and social/emotional development.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the activity/strategy?*

<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>At Mott Hall IV, we have a school based inquiry team that meets weekly to analyze student data across the school. Inquiry work involves looking previous states assessments and identifying specific standards that students have not mastered and tracking their progress on those standards through present formal and informal assessments. Specific students have been identified during data discussions that need targeted intervention services to help support their growth in certain areas. To support the effective provision of intervention services, the inquiry team creates a plan that has specific students identified at various tiers with strategies aligned to meet their individual needs. In the plan there are built in monitoring systems to track the progress for the strategy being implemented and timelines.</p> <p>Support staff, teachers, and parents will be provided professional development on how to use data to respond to students' social and emotional developmental health needs</p> <p>During Walkthroughs, school leaders will evaluate implementation of RTI targeted strategies and provide timely feedback and support.</p> <p>During RTI Team meetings, we will utilize consultancies, protocols and the book "Using Data to Improve Learning For All" by Nancy Love to analyze and evaluate data and RTI strategies. Teachers will also be able to plan collaboratively during these meetings as well in their content area teams.</p> <p>Create and provide programs that impact students academic and social emotional development such as Principals Book Club, Young Men's and Women's groups, SGA, Sports and Arts, Honor Roll, Sports Teams, Newspaper etc</p>	RTI Team	August 2014- June 2015	Principal and Assistant Principal, Inquiry/RTI Team
<p>RTI team will utilize various data sources including Star Reading assessment data, conferencing notes, questioning, class participation and observation feedback to form flexible learning groups, based on reading and skill level.</p> <p>Utilizing state assessments data, SWD, ELLS and the lowest 3<sup>rd</sup> will have targeted strategies of support to increase their academic success and socio emotional development. Each student will be assigned to a teacher/advisor and will meet with at least 3xs a week to receive support in identified deficit areas. Teachers will create a weekly curriculum and assess students weekly to track their progress towards goals they create at the beginning of the year.</p>	SWD's, ELL, Lowest 3rd	September 2014- June 2015	Principal and Assistant Principal
<p>To increase parent involvement and engagement, we will invite and recruit parents to participate in RTI meetings.</p> <p>To increase parent involvement and engagement, we will invite and</p>	All Families	September 2014- June 2015	Principal, Assistant Principal, Parent coordinator

recruit parents to volunteer to be a part of programs within the school that help to support students academic and social emotional development. (Book Club Celebrations, Honor Roll Trips, Basketball games, etc			
<p>Across the school, there are opportunities for learning and collaboration which create relationships and build trust in the areas of: Teacher Professional Learning, Parent Professional Learning, and student collaboration and extended learning for all students</p> <p>Across the school, students will build trusting relationships by working in small groups or one on one with an advisor who will support their growth in identified deficit areas. Parents will build trusting relationships by being integral parts in programs that allow for interaction with the school and student development in identifies areas.</p>	All Stakeholder	September 2014- June 2015	Principal, Assistant Principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities

Additionally we access Leadership support in the RTI Intervention programs and implementation of data inquiry as well as:

- On-site feedback given regularly to school leaders
- Support in identification of research-based data inquiry strategies and planning RTI Learning
- Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.
- Identification of parental resources

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. Administrative evaluation of RTI team action plan: Midpoint benchmark: By January, 2-15 50% of plan will be implemented.
2. Assessment of RTI team structures used to analyze and collect various data forms. Midpoints benchmark: By January, 2015 RTI will effectively engage in inquiry work to prescribe intervention to meet the academic and social needs of all learners.

- 3. Improved performance of identified subgroups as evidenced by weekly assessment data
- 4. Increased parent participation in programs at the school aimed at increasing students academic and social emotional development

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the tenet, there is a need to ensure all teachers develop lesson plans that are rigorous, allow for multiple entry points and ask questions that challenge students to think critically. Utilize professional development time to support teachers in creating and implementing specific and research-based strategies that engage all students.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of all teachers will develop lesson plans utilizing the Common Core Learning Standards that are rigorous, allow for multiple entry points and ask questions that challenge students to think critically.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE,</li> </ol>			

<p>STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>At Mott Hall IV, we currently utilize a curriculum aligned to the Common Core Curriculum Standards. For example, teachers in math use CMP3 and teachers in ELA use Codex. Teachers utilize the curriculum materials provided and add additional supplemental material to ensure rigor and differentiation is evident to meet the needs of all learners. To support teachers in developing plans that are aligned to CCLS and provide complex materials that stimulate higher order thinking, we will utilize Monday Professional Learning and content/ grade level team meetings opportunities to provide, teachers professional development in the areas of:</p> <ul style="list-style-type: none"> <li>• Lesson Planning</li> <li>• Depth of Knowledge and higher order questioning techniques</li> <li>• Incorporating Multiple Entry points</li> <li>• Curriculum and Unit planning</li> </ul> <p>During Walkthroughs, school leaders will evaluate implementation of targeted strategies and provide timely feedback and support.</p> <p>Teachers will utilize DOK to provide differentiated instruction and create opportunities for scaffolding in order to equip students with the ability to answer higher order questions. Teachers will plan engaging lessons aligned to the Common Core Standards with focused higher order questions that will push student thinking and promote group discussion and student generated questions. Teachers will utilize Danielson’s <i>Framework for Teaching</i> as a driver to develop teacher pedagogy.</p> <p>Teachers will provide support to each by engaging in inter-visitations focusing on observing identified and specific areas of focus and provide feedback.</p> <p>During Team meetings, grade level and content air chairs will utilize protocols to analyze and evaluate lesson and unit plans to assess the integration of multiple entry points and questioning. Teachers will also be able to plan collaboratively during these meetings as well in their content area teams.</p>	All Teachers	August 2014- June 2015	Principal and Assistant Principal
<p>The principal and instructional cabinet has created a school wide focus on multiple points in all lessons to ensure access and scaffolding for all learners. Students will be flexibly grouped based on data to receive instruction that meets their individualized needs. There is a new intensified focused on reading and targeting specific groups to move them through scaffolding and tiered interventions. Teachers will also receive intervention services through professional development and utilization of Danielson rubric to improve their instructional practice and build their capacity in deficit areas. Lessons are revised and curricula is revised to meet the needs of our subgroups</p>	All Teachers	August 2014- June 2015	Principal and Assistant Principal

To increase parent involvement and engagement, during Parent Association meetings, we will provide parents with CCLS workshops to explain how they are intertwined within the curriculum and explain how they can support us at home. Teachers will provide content specific workshops on the curriculum and how parents can best support students at home by providing resources	All Families	September 2014- June 2015	Principal and Assistant Principal, Parent Coordinator
<p>Across the school, there are opportunities for learning and collaboration which create relationships and build trust in the areas of: Teacher Professional Learning, Parent Professional Learning, and student collaboration and extended learning for all students</p> <p>Teachers will be working with each other to provide support, resources, and share best practices. Students will be working together collaboratively in groups. Parents will be working and learning collaboratively with the school staff to support students at home. And the finally, the administration will be working closely with staff and students to build their capacity and push their thinking.</p> <p>Across the school, there are opportunities for celebration for all stakeholders; Student work displays, Teacher of the Month, Student of the Month, Parent Incentives at Meetings</p>	All Stakeholders	August 2014- June 2015	Principal and Assistant Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities

Additionally we access Leadership support in providing professional learning for lesson planning and implementation of teacher team practices as well as:

- On-site feedback given regularly to school leaders
- Support in identification of research-based instructional strategies and planning teacher Professional Learning
- Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.
- Identification of parental resources

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

1

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**6. Specify a timeframe for mid-point progress monitoring activities.**

1. Administrative observation of classroom instruction using Danielson: Midpoint benchmark: By January, 2015 50% of staff will have been visited during classroom instruction by school leaders.
2. Units of study that exhibit Understanding by Design (UBD) precepts: midpoint benchmark: By January, 2015 at least 50% of teachers will be piloting the same unit of study in each grade and teacher teams will assess and refine.
3. Improved performance of identified subgroups as evidenced by interim assessments
4. Increased attendance at parent and family programs: By January 2015, there will be at least a 10% increase in attendance at parent and family programs as evidence through attendance sheets

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the tenet, there is a need to develop an individualized professional development plan which includes presenting in multiple formats. A next step would include gathering teacher data from the frequent observations in order to move each teacher to the next step in their development. Once this is done, individualized plans can be created along with individual teachers in order that staff takes ownership of their development.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teacher will have an individualized professional development plan and professional learning opportunities that will improve their instructional practices and provide students with rich and rigorous learning experiences.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>The Administration will provide teachers with self assessment and reflective tools that will be the foundation for the individual professional development plans. Teachers will identify their own areas of strength and weakness and identify areas of support and resources they feel will assist with their development. Individual professional development plans will be supported through the TeachBoost system that allows for identification and monitor of specific competencies. Teachers will be observed formally and informally and provided with feedback and support in specified areas.</p> <p>During Walkthroughs, school leaders will evaluate implementation of targeted strategies and provide timely feedback and support.</p> <p>Teachers will provide support to each by engaging in inter-visitations focusing on observing identified and specific areas of focus and provide feedback to their colleagues.</p> <p>Teacher will conduct and facilitate professional learning for each other in areas of strength to provide support and continuous professional development. We will utilize the lab site structure for professional learning to provide teachers with ownership of their learning. This structure also facilitates support by offering opportunities for constructive feedback, thought sharing, modeling instruction, which improves teachers practice and collegiality.</p>	All Teachers	August, 2014- June, 2015	Principal and Assistant Principal,
<p>The principal and instructional cabinet has created a school wide focus on multiple points in all lessons to ensure access and scaffolding for all learners. Students will be flexibly grouped based on data to receive instruction that meets their individualized needs. There is a new intensified focused on reading and targeting specific groups to move them through scaffolding and tiered interventions. Teachers will also receive intervention services through professional development and utilization of Danielson rubric to improve their instructional practice and build their capacity in deficit areas. Lessons are revised and curricula is revised to meet the needs of our subgroups</p>	All Teachers	August 2014-June 2015	Principal, Assistant Principal, Parent Coordinator
<p>To increase parent involvement and engagement, we will invite and recruit parents to volunteer to be a part of learning lab sites days and provide feedback or asking any clarifying questions.</p> <p>To increase parent involvement and engagement, during Parent Association meetings, we will discuss the work we are doing to increase teacher effectiveness and support instruction for students</p>	All Families	September 2014-June 2015	Principal, Assistant Principal, Parent Coordinator
<p>The lab site activity works to build a level of trust by allowing courageous teachers to open themselves up for observation and</p>	All Stakeholders	August 2014-June	Principal, Assistant Principal

investigation about their practice. The structure relies on trust between the teacher and observers and students. Feedback that is provided to help with professional development is communal and supportive.		2015	
Coaching and mentoring provide opportunities for trusting relationships to be facilitated through constant interactions and sharing of ideas and best practices.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities

Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as:

- On-site feedback given regularly to school leaders
- Support in identification of research-based instructional strategies and planning teacher Professional Learning
- Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.
- Identification of parental resources

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. Administrative observation of classroom instruction using Danielson and inputted in TeachBoost: Midpoint benchmark: By January, 2-15 50% of staff will have been visited during classroom instruction by school leaders and individual professional development plan updated in TeachBoost.
2. By February 2015, 2 lab sites will be conducted and used as professional learning opportunities.
3. Improved performance of identified subgroups as evidenced by interim assessments
4. Increased attendance at parent and family programs

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Deepen the professional development for staff so that all stakeholders understand how to maintain strong relationships with parents in order to actively engage parent's their child's education.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of school staff will receive professional development on how to actively engage parents and the school community in supporting student academic and social emotional development.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need</li> </ol>			

<p>student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			
<p>School staff will be provided professional development on various ways to effectively increase parent and community involvement with the school. Areas of focus: Positive Praise Phone calls, Seminars, Content Area Workshops, Discovery Learning Activities, Google communities etc.</p> <p>Every Tuesday, teachers will engage in communication with parents via face to face conferencing, phone calls, email, or texts to discuss student progress in all areas</p> <p>School staff will learn how to utilize technology and various means to communicate information with parents and the school community. (school messenger, datacation, website etc)</p> <p>Parent Association will provide various incentives and programs every month to support parents and engage them</p> <p>Sports and Arts program has a clearly defined calendar with planned activities to support student academic and social emotional development that brings in family and the community</p> <p>School Cabinet meets weekly to discuss and create programs and activities provided opportunities for family support through volunteerism or resources contribution that</p>	All Staff	1. August 2014-June 2015	Principal, Assistant Principal, SAS Director, PA
<p>The principal and instructional cabinet has created a school wide focus on multiple points in all lessons to ensure access and scaffolding for all learners. Students will be flexibly grouped based on data to receive instruction that meets their individualized needs. There is a new intensified focused on reading and targeting specific groups to move them through scaffolding and tiered interventions. Teachers will also receive intervention services through professional development and utilization of Danielson rubric to improve their instructional practice and build their capacity in deficit areas. Lessons are revised and curricula is revised to meet the needs of our subgroups</p>	All Teachers	2. August 2014-June 2015	Principal, Assistant Principal,
<p>Opportunities will be provided for parents to come into the school to receive support through workshops, trainings, and utilizes resources that help facilitate support of students at home. Parents will be invited to participate in scholar led conferences and share in how they support their children at home. Parents will be invited to attend celebrations, presentations, and programs that highlight student achievement.</p>	All Families	3. June 2014-June 2015	Principal, Assistant Principal, Teachers, Parent Coordinator
<p>The staff will be in constant communication with parents and the community through constant communication and the creation of opportunities to bring families into the school through workshops, conferences, and programs gears to impact students' academic success and social emotional development. All satekeholders will be working collaboratively to learn from and</p>	All Stakeholders	August 2014-June 2015	Principal, Assistant Principal

with each other which creates an environment of support and trust			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our goal is to maximize the parent engagement by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to purchase resources and provide coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Parental involvement to support programming, extra- curricular activities, and Identification of parental resources

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. Monitoring parent communication contact logs: Midpoint benchmark: By January, 2-15 100% of all parents will have been contacted by the staff at least twice.
2. Monitoring programs created to bring families into the school: Midpoint benchmark: By January, 2015 100% of parents will have been present and a participant of scholar led conferences.
3. Improved performance of identified subgroups as evidenced by interim assessments by 10%
4. Increased attendance at parent and family programs will increase 10% by January 2015

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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**Section 6: Academic Intervention Services (AIS)  
(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Decoding Writing Low reading scores Poor reading comprehension Reading deficits Spelling Fluency	Achieve 300 Star Reading MYon reading Great Leaps LLI Saturday Academy Re-teaching remediation Target Group Advisory Writing Wednesday Writing Course iZone Study Island Afterschool tutorials	Independent/ Small group Small group Small group Small group Small group Small group Small group Small group Small group Small Group  Independent/ one on one  One on one tutorials	Extended Day M, Tues, W During the Day During the Day During the Day During the Day Saturdays Extended Day M, Tues, W Wednesday During the day During the Day During the Day  After school
<b>Mathematics</b>	Number Sense No Mastery of the four operations Reading comprehension Sequencing	Regents Mathematics Prep Saturday Academy Re-teaching remediation Mondays Study Island After school tutorials Small group tutorials during lunch Champion Learning Center Sports and Arts program tutorials	Small group Small group Small group Small group One on One tutorials Small group Small group	Tuesdays Saturdays Mondays During the Day After school During Lunch Afterschool Afterschool
<b>Science</b>	Reading comprehension Sequencing Poor hand coordination	Regents Living Environment After School Tutorial Regents Living Environment Prep Saturday classes STEM	Small group	Thursdays Afterschool Saturdays  During the Day
<b>Social Studies</b>	Decoding Writing Reading deficits Spelling Fluency	Closed Reading	Small Group	During the Day

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Low self esteem, abuse, single parent households, group homes, shelters	Counseling services provided through the Guidance Counselor	One on one and small group	Monday through Friday 8 am- 3 pm
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## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

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

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We believe in individualized differentiated professional development plans that are designed to focus on each teacher’s, paraprofessionals, and administrator’s needs. Each staff member is an active participant in the process and collaborates with the administration and network to look at, monitor and track their development, mainly through the observation process which utilizes Danielson’s Framework for Teacher (2207) as well as through student practice and work products. Staff members self-assess on a regular basis and confer with school leaders as it relates to individual professional development needs.

All professional development provided is research and evidence based. Research based strategies (RBI’s) are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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 instructional cabinet is comprised of a administrators, guidance counselor, parent coordinator and 1 representative/leaders from each content area selected by their peers that serve on the board and make the decisions about the multiple assessment measures. Each leader meets with their department and brings back what they have unanimously decided to utilize for assessment purposes. The instructional cabinet also creates the professional development calendar and plan for the school and meets weekly to evaluate the effectiveness of the professional learning and make modifications to meet the specific needs of the teachers.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	183,536	X	12,16,20,24,27
Title I School Improvement 1003(a)	Federal	16,961	X	12,16,20,24
Title I Priority and Focus School Improvement Funds	Federal	46,931	X	12,16,20,24,27
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,158,462	X	12,16,20,24,27

### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

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

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>522</b>
School Name <b>Mott Hall IV Middle School</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>190</b>	Total number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>3.16%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4	0	1	1	0	0	1	0	0	6

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	4	0	1	1	0	0	1	0	0	6
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)							1	2	1					4
Advanced (A)							1		1					2
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - For all new admits to our school we look at their test history using information from ARIS and ATS. When an ELL student is admitted the assigned educator runs ATS reports to learn their test history, NYSESLAT modalities results, years of service and SIFE status. The

information collected informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and determines the ESL instruction in our school. The diagnostic tool that is used to assess the early literacy skills of ELLs is the RAI. This tool provides us with insights into the individual student's reading comprehension level. Teachers use the data to plan their lessons, create effective intervention activities and are able to focus on the ELL students' area of weakness.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
2/3. Examination of the results showed that our ELLs continue to struggle in using the context clues to find the meaning of unfamiliar words, finding main ideas and writing short and extended responses. Specific materials were brought to help them overcome these weaknesses. Study Island and Star reading are used to address their needs. Time has been created in the schedule for writing. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, none of our ELLs are at the beginning level, two are advanced and the other two are at the intermediate level. Scores for one student is unavailable because he was not be educated in the NYC public school system and did not take the NYSESLAT. For our SWD/ELL student his score was very low in reading/writing. He is at the beginning level and this is consistent with his evaluated reading level on his IEP. As mentioned before, ESL instruction focuses strongly on reading comprehension strategies, vocabulary development and writing skills.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?4. The results on the ESL Periodic Assessment are consistent with NYSESLAT results i.e. our students need extra support in reading comprehension and writing skills. A closer look at the six ELLs and their proficiency levels reveal that one grade six student is in general education, and at the advance level. While the other is in Special Education and at the intermediate level. Our two grade seven students are both in general education. One is at the intermediate level and the other was not in the NYC public school system. The two general education eighth graders are at the advance and intermediate levels respectively.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Since our ELLs speak several languages, teachers incorporate visuals, graphic organizers and virtual experiences via the smartboard into their lessons. Investigative methods are integrated into the math program, and they are given the opportunity to do hands on activities. The writing program is tailored to suit writers at various levels in the classroom. Debates, socratic discussions, recital of poems and accountable talk are used to help them develop their speaking. Monthly field trips help ELLs to comprehend cultural similarities and differences.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the results of our ESL program several ways. We look at students' overall classroom work, their abilities to follow oral and written directions, and to complete grade appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content materials, particularly in humanities. The close reading of informational texts are important if they are to achieve grade level on state standardized tests. The assigned ESL educator has a good rapport with our ELLs, their teachers and families, and this contributes positively to our ELLs' successful integration into school community. Our weekly College and Career Readiness Seminars also aid them in the assimilation process.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

Parents of ELLs who are enrolling in our school are informed that Mott Hall IV does not offer a bilingual program or a dual language program at this time, but may offer this in the future. Presently, we offer a freestanding ESL program that combines pull-out and push-in supports. Ocean Hill is not a destination neighborhood for new immigrants. We have had only one newly arrived immigrant families requesting admission. If the neighborhood demographics change, and more limited English speaking students are accepted at Mott Hall IV, then changes and accommodations will be discussed and implemented in the future. Our Parent Coordinator, Ms. L. Jackson provides parents of ELLs with support, such as information as to how they can be assisted in navigating the school system successfully.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The trend in program choices that parents have requested is freestanding ESL. The program model offered at MHIV is aligned to parents' requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

1/2/3:

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

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

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

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

ELLs are exposed to the four modalities of English acquisition in every class, every day throughout the year. Exit slips provide them with an opportunity to write in math. In Humanities, they are required to write paragraphs consisting of 8 to 10 'meaningful' sentences and 5 paragraph essays. The Izone program and Star reading provide opportunity for individualized reading and self-evaluation. The socratic circle approach and accountable talk in every classroom foster speaking and listening. Students are engaged in four modalities daily.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our ELLs do not fit the category of student with interrupted formal education - SIFE. However, we will cater for SIFE students by exposing them to Rosetta Stone and Study Island. These are activities that can be done on the computer at home, as well as the activities listed below:

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

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

The techniques used:

Total physical response

Use of graphic organizers to simplify reading and writing information

Use of visuals and ESL software to enrich instruction  
 Self assessment in core subjects - Study Island  
 Virtual learning in Humanities  
 Experimental learning in science  
 Environmental learning via multicultural field trips

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

7/8:

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

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

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

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

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

### 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


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

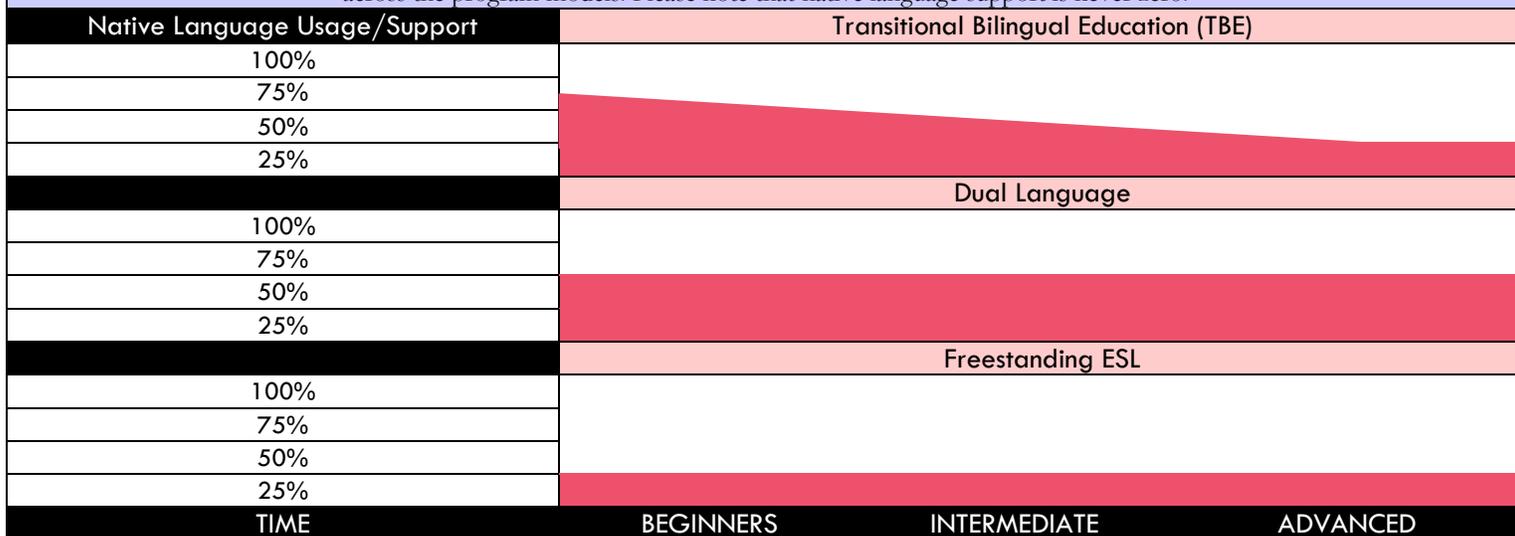
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

Our school uses data from standardized assessments (NYS, NYC Performance Assessments and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us the needed interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need. Some Mott Hall IV students read below grade level. Our curriculum preparation includes response to intervention, focusing on specific reading strategies for students and basic decoding strategies. We have instituted small group sessions during the school day for all students who scored level 1 and 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English Language readers are also helpful for emergent readers. We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes, such as graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments, modeling, bridging, contextulization, schema building, connecting text to self and community and meta-cognition. Our assigned educator meets regularly with ELLs' content area teachers to find out the the performance of these students on benchmark assessments that were given in class. All instruction is in English.

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

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

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

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

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

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

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

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

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

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

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

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

Native Language is not delivered in the program model.

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

N/A

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

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

## **Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 23K522 School Name: Mott Hall IV

Cluster: 5 Network: 535

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

Oral translation will be provided at:

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

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

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

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