

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**06M223**

**School Name:**

**THE MOTT HALL SCHOOL**

**Principal:**

**DR. MARVA GUMBS-PICOU**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle School School Number (DBN): 06M223  
School Type: Reward Grades Served: 6,7,8  
School Address: 71 Convent Avenue New York, N.Y. 10027  
Phone Number: (212) 281-5028 Fax: (212) 491-3451  
School Contact Person: Dr. Marva Gumbs-Picou Email Address: Mpicou@schools.nyc.gov  
Principal: Dr. Marva Gumbs-Picou  
UFT Chapter Leader: Eszter Boros  
Parents' Association President: Sharinne Betances  
SLT Chairperson: Zvia Ratz  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 06 Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway New York, NY 10033  
Superintendent's Email Address: Mramire4@schools.nyc.gov  
Phone Number: (917) 521-3757 Fax: (917) 521-3797

**Cluster and Network Information**

Cluster Number: 05 Cluster Leader: Debra Maldonado  
Network Number: 551 Network Leader: Margaret Struk

## 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 Comprehensive Educational Plan (CEP) 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. Marva Gumbs-Picou	*Principal or Designee	
Eszter Boros	*UFT Chapter Leader or Designee	
Sharinne Betances	*PA/PTA President or Designated Co-President	
Santa Ventura	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Zvia Ratz	Member/Teacher/ Chairperson	
Kathleen McMahon	Member/Teacher	
Rita Cortez	Member/ Parent	
Daniel Hunt	Member/ Teacher	
Sydalg Hernandez	Member/Teacher	
Kristen Emanuel	Member/ Teacher	
Jorge Rohena	Member/ Parent	
Elizabeth Taveras	Member/Parent	
Michelle Caines	Member/ Parent	
Edna Franchescini	Member/Parent	
Carmen Morales	Member/Parent	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Six Elements of the Capacity Framework	
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.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development**

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP 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 areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Mott Hall School is dedicated to the academic and personal development of students who will become tomorrow's leaders. In the classrooms and corridors, there is a dynamic educational process shared between innovative teachers and eager students. This process reflects the dedication to student empowerment and inculcates the love of learning that underlines the school's mission and spirit. Mott Hall's holistic approach to student learning, which is focused upon academic rigor combined with life skills, helps to ensure that graduates become life-long learners and achievers. In a family atmosphere which is both caring and firm, students are challenged by a thought provoking scholastic program. At Mott Hall, students are nurtured and enriched with activities that foster their development throughout adolescence and are instilled with qualities that extend throughout their lives.

There are currently 280 students enrolled in the school. The students' racial demographics are as follows: 81% of students are Hispanic, 10% are Black, 5% are White, 2% of students are Asian, and 1% is multi-racial. 12% of enrolled students are Students with Disabilities. In 2013-2014, 74% of students were eligible for the Free Lunch program. 2% of students are English Language Learners. Mott Hall ranks in the top 10% of schools statewide. In 2014, 57% of students performed at a level 3 or 4 in Math and 48% of students performed at level 3 or 4 in English. One hundred percent of 8<sup>th</sup> grade students who took the 2014 Algebra and/or Living Environment Regents passed. All of the students passed with a score of 80% or better in math; and 76% or better in Living Environment. Many of the graduating students were accepted to specialized programs in 2014. Many of our students have been accepted to such highly selective programs as Oliver, Lang, and Teak.

Mott Hall continues to emphasize high expectations for all students, as we are a select school that intellectually challenges students to work to their fullest potential. As a result, the school has exceeded the city average in percentages of students meeting standards on the ELA and Math State test. Mott Hall has been noted continually for its academic achievements. We have been designated a Reward School by the New York State Education Department for two consecutive years (2013 and 2014).

Mott Hall also offers a wide variety of enrichment classes and several after-school programs. Mott Hall prides itself on its nationally ranked Chess Team. Students participate in dance taught by members of the corps of the National Dance Institute (NDI) and perform several times throughout the school year. The Sports and Arts Foundation offers the students an opportunity to experience activities such as fencing, pottery-making, team athletics, music, and Study Island after school. In eighth grade, students participate in the Service Learning program, where they travel off-site to engage in 100 hours of community service. The school has developed partnerships with Urban Advantage, Columbia University, City College and Fordham University. These partnerships serve as a resource and supplemental support for the schools instructional program.

While we are at 100% of our peer range, our challenges include improving achievement levels beyond the current 62% achieving at levels 3 or 4 on the NYSED ELA assessment and 63% on the NYSED Mathematics assessment. We also have a growing special needs population of students and we need to strengthen our approach in our ICT classes. There is room for growth in our Science program. As we are considered a "science, math, and technology" school, it is important that our curriculum and instruction reflect the rigor necessary for that distinction. Currently only 21.4% of 8<sup>th</sup> grade students take the Living Environment Regents – that needs to be increased to at least 85%.



<ul style="list-style-type: none"> <li>Students will be engaged in scientific inquiry; evaluating, designing, analyzing and critiquing experiments.</li> </ul>	Students	January	Science Teachers
<ul style="list-style-type: none"> <li>Students will participate in evaluating, designing, analyzing and critiquing experiments.</li> <li>7<sup>th</sup> grade students will be provided with test preparation assistance to help them succeed on the 8th grade Science State exam.</li> </ul>	Students	January 2015 – June 2015	Science Teachers Administrators

**Part 4 – Resources Needed**

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

- Scheduling time for Science department to work on adjusting the curriculum
- Per session funding for test preparation
- Funding for additional Science books and Test Prep materials for the students,

**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	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Additional Rewards Funds of \$50,000 may be utilized for supplemental resources to support this 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:

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

- Teachers and administrators made adjustments to the curriculum frame work and timeline; these adjustments are reflected in Atlas Rubicon.
- 7<sup>th</sup> grade students will have a pre-test in January 2015 that will be used as the benchmark for the test-preparation assistance. The results of this exam will be used as a mid-point benchmark for student progress.
- 7<sup>th</sup> grade students will have a post-test at the end of the test-preparation course prior to the 8<sup>th</sup> grade NY State exam.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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 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.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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.  |

According to the 2013-2014 Quality Review, the school needs to improve on increasing “teacher capacity to deliver instruction that promotes access to cognitively rigorous tasks, so that all learners can actively participate in classroom discussions and tasks.”

The QR acknowledged that the school encourages students to learn through self-constructed meaning and critical thinking, and that teachers generally “ask open ended questions and push students to explain thinking by asking students to provide text based evidence, defend the opposing points of view and elaborate responses.”

It was also acknowledged that the Principal promotes a child-centered instructional approach and relays this approach to teachers during faculty conferences.

It was noted, however, that “not all teachers have been able to effectively make this shift.”

### 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 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, 100% of teachers will have incorporated methods to improve differentiation in their classrooms, as evidenced by scaffolded lesson plans, graphic organizers, one-on-one conferences, and any other techniques initiated by students’ needs.

### 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>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. 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).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>Teachers will use quantitative and qualitative student data to help inform their differentiation in the classroom. This includes students with disabilities and ELLs.</li> </ul>	Teachers Students	September 2014- June 2015	Administrators and Teachers
<ul style="list-style-type: none"> <li>Teachers will use strategies such as small group instruction, student-led discussions, differentiated tasks and strategic pairing of students.</li> </ul>	Teachers Students	September 2014— June 2015	Administrators and Teachers
<ul style="list-style-type: none"> <li>Teachers will conference with their ICT Teachers on a regular basis about student goals, assessments, next steps, and/or strategies to encourage deeper learning</li> </ul>	Teachers Students	September 2014 – June 2015	Administrators and Teachers

<ul style="list-style-type: none"> <li>All teachers will participate in professional development on student engagement, which will focus on rigor and differentiation.</li> </ul>	Teachers	September 2014 –June 2015	Administration and Teachers
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**Part 4 – Resources Needed**

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

- Common Planning Time where teachers have an opportunity to engage in professional conversations about student work, assessments and student data ( formative and summative)
- Creating a professional development plan focused on rigor and differentiation
- Providing resources to assist teachers with differentiating during instruction
- Teacher teams planning meetings

**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	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Additional Rewards Funds of \$50,000 may be utilized for supplemental resources to support this 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:

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

Teachers will analyze student work and student data on a monthly basis in department meetings to track student progress. In February 2015, teachers will analyze their data binders through comparative analysis to evaluate student progress.

Teacher observations will be focused on how teachers are differentiating their instruction to reach all learners. The principal will receive monthly reports from teachers related to frequent progress monitoring for SWD’s.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
12.	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 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.

### Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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.  |

Considering the citywide instructional expectations which is focused on moving students towards meeting higher standards, and the requirements of the Advance teacher effectiveness system, this goal is designed to ensure that instruction at Mott Hall meets the demands of these city-wide initiatives.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teachers will have a normed understanding of the Danielson rubric to improve overall pedagogy. 100% of the Mott Hall curriculum will be aligned with the Common Core Learning Standards by June 2015. 100% of teachers will engage in professional learning focusing on student engagement, differentiated instruction and increasing academic rigor.

### 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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• In departmental meetings, teachers will discuss and upgrade unit performance tasks to ensure that they are engaging, differentiated and rigorous.</li> <li>• Teachers will collaborate and plan at grade and departmental meetings to ensure instructional activities are aligned across grades, and with CCLS.</li> </ul>	Teachers	September 2014-June 2015	Teachers
<ul style="list-style-type: none"> <li>• There will be consistent classroom visitations and teacher self-reflection on best practice via teacher teams and one-on-one conferences.</li> <li>• Teacher will participate in periodic learning walks</li> </ul>	Teachers	September 2014- June 2015.	Administrators and Teachers
<ul style="list-style-type: none"> <li>• There will be a bi-weekly analysis of student work to gather data, norm grading, and make instructional adjustment, in</li> </ul>	Teachers	September 2014- June	Teachers

department meetings.		2015	
<ul style="list-style-type: none"> <li>Teachers will engage in at least three hours of targeted professional learning per month. They will participate in training to understand The Danielson Framework and measures of student learning.</li> </ul>	Teachers	September 2014-June 2015	Administration, Teachers CFN Support Team, MOSL Coach, Consultants, and school-based PD
<ul style="list-style-type: none"> <li>New teachers will receive specialized weekly professional development to enhance their knowledge of the Danielson Framework and enhance their instructional strategies.</li> </ul>	New Teachers	September 2014-June 2015	Administration
<ul style="list-style-type: none"> <li>The school will host specific grade curriculum meetings to inform parents of goals, curriculum initiatives, and student expectations. This will give parents an opportunity to increase their knowledge of the curriculum and content specific instructional strategies.</li> </ul>	Parents	September 2014-June 2015	Teachers and Administrators

#### **Part 4 – Resources Needed**

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

- The administration will schedule inter-visitations for the teachers to demonstrate and share best practices.
- Administrators will participate in monthly workshops provided by the Network to enhance the instructional program.
- The administration will develop a professional development calendar of workshops that support and improve teacher practices.
- Repurposed extended day will include professional development on Mondays and Tuesdays.
- Staff will attend network and DOE sponsored professional development.
- Time must be allotted during department meetings for the evaluation of assessments and student work.

#### **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	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Additional Rewards Funds of \$50,000 may be utilized for supplemental resources to support this 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:

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

- Administrator’s observations of teachers as well as teacher reflections on instructional activities, and discussions about implementation and the effectiveness of the professional development initiatives.
- Teachers will periodically review formative and summative student data to track student progress. The school will review that this data has been utilized to inform classroom instruction.
- The school will evaluate whether there has been periodic feedback and follow-up on the implementation of professional development initiatives.
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- The school will evaluate the progress of this goal at the School Leadership Team meeting in February 2015.

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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22. 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 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.

### Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (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.
<ul style="list-style-type: none"> <li>• Developed a shared instructional focus with the staff to increase rigor and differentiation across all grades and content areas</li> <li>• Utilize multiple data streams (ARIS, SQR, MOSL, teacher data binders, etc.) to inform instruction and PD</li> <li>• Created Dean position to focus on student social-emotional issues</li> <li>• PD team makes decisions regarding PD. Teachers have opportunities to facilitate professional learning activities.</li> <li>• Observation/Feedback calendar to ensure that teachers are receiving timely, ongoing, and targeted feedback around instructional practices</li> </ul>	

### 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 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the administration will have developed and implemented targeted professional learning opportunities for all teachers. 100% of teachers will participate in school-wide professional learning focusing on rigorous, differentiated instruction across all grades and content areas.

### 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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• Professional learning cycles around all rated components of the Danielson Framework</li> </ul>	New Teachers	09/14-06/15	Network coach, Talent coach Administrators
Cycles of Professional Learning aligned with the school’s instructional foci.	Teacher Leaders	10/14-06/15	Talent coach, Network Coach, Administrators
Targeted professional learning opportunities for all staff provided by the teacher leaders	Instructional Staff	10/14-06/15	Teacher Leaders

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**Part 4 – Resources Needed**

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

Professional Learning time during common planning and after-school on Mondays and Tuesdays

**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	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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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:

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

30. Specify a timeframe for mid-point progress monitoring activities.

Administration will review the professional learning calendar during monthly cabinet meetings to ensure that PD is offered regarding rigor, Common-Core Alignment, Student Engagement, Questioning and Discussion Techniques, Assessment of Instruction. Administration will review teacher attendance after every professional learning opportunity and follow-up with teachers not in attendance, ensuring they have access to the professional learning.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. 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 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.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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.  |

All families have access to Pupil Path, the schools on line grading system, which allows both parents and students to view grades. In addition, Pupil Path is used as a communication system between parents and teachers, and teachers and students, which promotes on-going communication between teachers and parents regarding student progress. Our parent coordinator provides workshops in response to parent concerns/interests, such as our promotional policy, cyber bullying, and the Common Core Learning Standards. Even so, there has been concern regarding grades being posted in a timely manner and the ambiguity around the school’s grading policy.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The parent coordinator will distribute monthly newsletters highlighting important practice/occurrences taking place at the school to build strong family ties. Workshops will be held quarterly in which families will be invited to sign onto PupilPath and discuss the school’s grading policy and familiarize themselves with the school’s rubrics. 100% of students will be invited to participate in after-school programs which promote strong community ties. Enrichment and Remediation programs will be advertised on the monthly newsletter to ensure all families/students are aware of the opportunities available to them.

### 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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Teachers will utilize the allocated time during the extended day for parent outreach.	Teachers and Parents	September 2014-June 2015	Administrators and Teachers
Teachers will notify parents of major upcoming assignments via Mass Message in Pupil Path.	Teachers and Parents	September 2014-June 2015	Administrators and Teachers

The school will host more academic/cultural events to encourage parent participation in curriculum and student learning.	Parents	September 2013-June 2015	Administrators, Teachers, Parents, and Parent Coordinator
Parent coordinator will assist recruiting parents for school activities, such as trips, school wide celebrations, parent workshops and Urban advantage family activities.			Parent Coordinator Administrators and Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for resources for parent activities. Time allocated for teachers to do parent outreach and plan activities Time for parent coordinator to plan with teachers on parent events

**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	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<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: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
<u>In January 2015 we will evaluate parent participation to see if there is an increase in parents attending school activities (workshops, curriculum night, Teacher parent conferences, etc..) as compared to last school year.</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>-MOSL results</li> <li>-Students scoring level 1 and 2 on NYS exams including SWDs, ELLs</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Guided practice</li> <li>• Conferencing</li> <li>• ELA Coach (test prep)</li> <li>• Lunch time tutoring</li> <li>• ELA enrichment – targeted instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Small group</li> <li>• 1:1 instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After-school</li> <li>• Saturday Academy</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• MOSL results</li> <li>• Students scoring at levels 1 and 2 on the NYS exams, including SWDs and ELLs</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade math enrichment</li> <li>• skills tutor</li> <li>• guided practice</li> <li>• lunchtime tutoring</li> <li>• Study Island</li> <li>• Test Prep</li> </ul>	Small Group 1:1 instruction	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After-school</li> <li>• Saturday Academy</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• MOSL results</li> <li>• 8<sup>th</sup> grade NYS Science exam</li> <li>• Living Environment Regents</li> </ul>	<ul style="list-style-type: none"> <li>• Test prep</li> <li>• Tutoring</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• 1:1 instruction</li> <li>• conferencing</li> <li>• differentiated instruction</li> </ul>	During the school day After-School
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• MOSL results</li> <li>• Students scoring at levels 1 and 2 on NYSED ELA exams</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating ELA skills into Social Studies program</li> <li>• Differentiated instruction</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Small group instruction</li> <li>• 1:1 conferencing</li> </ul>	During the school day After-school
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor supports student behavioral and emotional needs in order to achieve academic goals.	Conflict resolution, Peer mediation and Counseling	Group and individual counseling	During school

## Section 7: Title I Program Information

**Directions:**

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

Collaborate with network, NYCDOE, and local universities to recruit highly qualified staff. 100% of teachers are assigned appropriate to their license/certification. Reach out to network and NYCDOE for high quality professional development

**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).

Provide targeted professional learning opportunities based on data and observed teacher needs ensuring that all staff is able to assist students to meet the CCSS.

**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 MOSL committee is made up of a cross-section of teachers including the UFT representative. They make all appropriate decisions regarding multiple assessment measures and they provide PD around the administration and scoring/utilization of MOSL assessments

**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 (CEP) 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	162,087	X	9,20
Title I School Improvement 1003(a)	Federal	NA		
Title I Priority and Focus School Improvement Funds	Federal	NA		
Title II, Part A	Federal	NA		
Title III, Part A	Federal	NA		
Title III, Immigrant	Federal	NA		
Tax Levy (FSF)	Local	1,703,452	X	11,13,16,18

**<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 8: 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 CEP 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)

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. **The Mott Hall School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **The Mott Hall School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology (Skedula/Pupilpath, ARIS\_;
- 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)

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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>06</b>	Borough <b>Manhattan</b>	School Number <b>223</b>
School Name <b>The Mott Hall 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. Marva -Gumbs-Picou</b>	Assistant Principal <b>Jakub Lau</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Kathleen McMahon</b>	Guidance Counselor <b>Renee Benjamin</b>
Teacher/Subject Area <b>type here</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Evelyn Camacho-Moran</b>
Related Service Provider <b>Jennifer Rose</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Margaret Struk</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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>1</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>283</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>4.24%</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>														
SELECT ONE							7	7	7					21
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	7	7	7	0	0	0	0	21

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	12
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	5

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0			8	0	0	4	0	0	12

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>	0	0	0	8	0	0	4	0	0	12
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							6	3	3					12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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													
	A							2	3	2				
	P							3	1	2				
READING/ WRITING	B							0	0	0				
	I							2	2	2				
	A							3	3	0				
	P							0	0	0				

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		4		4		1		12
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.
  - The Mott Hall School uses student's lexile reading level to assess early literacy skills. The school uses the Achieve 3000 differentiated literacy instruction program to meet the needs of students at all ability levels. This program is used both in class and by students at home, as students have access to their online account at all times. .

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. Students are a mixed level at Mott Hall. According to the NYSESLAT in 2013, One Mott Hall eighth grader in a self-contained special education class dropped down to a beginning level. Two special education self-contained students in the eighth grade are intermediate. One seventh grader self-contained special education student is intermediate and the rest of the students (8) just came into the school as sixth graders. Six of those students are self-contained special education students and two of them are in an integrated co-teaching setting. These eight students tested at the Advanced level on the NYSESLAT.
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 [AMAQ tool](#))
- Based on the patterns across NYSESLAT modalities (Reading, writing, listening and speaking), the ESL teacher will base her instruction on what each individual student's needs are. For example, based on the scores in each modality on the NYSESLAT, the teacher will assess where more emphasis should be placed for each student so that each student can improve his weaknesses and achieve success in the NYSESLAT as well as in the modalities of English language learning.
- The Mott Hall School will use the information about AMAQ target as a tool to measure the ELLs progress on the NYSESLAT and to also measure growth and proficiency. In addition, the percent scoring proficient should not be lower than 14.3% in the year 2013-2014 and 15% in 2014-2015.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- A. There are no ELL students who need native language arts. All of the students are in need of ESL Instruction.
- 4B. School leadership and teachers are using the results of ELL periodic assessments to determine what is necessary for ELLs to achieve maximum success academically across the content areas as well as on the NYSESLAT. Through periodic assessments, teachers can determine what steps to take to ensure growth and proficiency on the NYSESLAT for the ELL. Through looking at the four modalities and how the students fare, the teacher will focus her lessons on individual students to ensure academic success in each modality. In addition, school leadership will determine, in conjunction with the teacher, what books would benefit the students' growth, what plans should be made for the following academic year to maintain a good ESL program. Also, School leadership will determine, when considering budget allocations for the following academic year, whether to add additional ESL teachers and whether to focus on a push-in model rather than a pull-out. Should a pull-out model be continued, the leadership will look at whether the pull-out should be done by grade level. All of the above is predicated on future school budget.
- 4C. The school learns quite a bit from the periodic assessments of ELLs. Through periodic assessment, the teacher can determine each student's strength and weaknesses in listening, reading, writing and speaking. Through analysis, Ms. McMahon can determine how to plan lessons to benefit each student. The native language is only used if the student needs to look at a native language /English dictionary. Native language books are incorporated into the classroom library.:
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](#).)
- The purpose of RTI in a middle school is to provide students with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. Because of our small ELL population, the ESL teacher is able to tailor instruction to the needs of individual students based on their needs as seen in classroom assessments, MOSL baseline results, and State Assessments. In addition, the ESL teacher participates in both departmental and grade meetings where students with particular needs are discussed. This tiered system allows for the development of additional supports for ELL students, when appropriate.
6. How do you make sure that a child's second language development is considered in instructional decisions?
6. The school makes sure that a child's second language development is considered in instructional decisions through the use of an ESL teacher who works collaboratively with all teachers in the content areas to ensure growth and proficiency academically, as well as in the second language. Materials from across curriculum are used in the ESL lessons. All four modalities are used in each lesson. The ESL teacher coordinates with the content area teachers and educates them on ESL strategies for the content area classroom. Students with IEPs and 504s will get special accommodations to succeed on exams, homework, etc. so that they can focus, not only on their academics but on their second language development, as well. In addition, many of the ELLs will have Speech which will aid the students in correct pronunciation, etc.
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?

Not applicable.

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

8. We evaluate the success of our program by meeting AYP for ELLs, through periodic assessments, through performance on the NYSESLAT (watching students' growth from one level to another and then to proficient). We also monitor the student's success and growth in the content area.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a new child enters The Mott Hall School, his or her parents or guardians must complete a Home Language Identification Survey (HLIS), as well, as an informal oral interview in English and in their native language. They must also undergo a formal initial assessment. These are administered by the Assistant Principal. If the responses indicate that a language other than English is spoken in the home, the child must take the Language Assessment Battery-Revised (LAB-R). This test will be known as the New York State Identification Test for English Language Learners (NYSITELL) starting in the spring of 2014. Test in order to find out the level of the child's English abilities. This is administered by the ESL teacher. The LAB-R data informs instructional programs and services. All students who score below the set level on the LAB-R are required to take either bilingual education or ESL. The LAB-R is administered within ten days of enrollment.
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.  
The Administrative Team notifies parents of their child's eligibility for services. If a student scores below proficiency on the LAB-R, they will be issued an entitlement letter, parent survey program selection form and placement letter. We have Freestanding ESL classes at Mott Hall. The ESL teacher and parent coordinator make parents aware of the Transitional Bilingual and Dual language programs at other schools within the district should they want their child to have dual language or transitional bilingual. The Mott Hall School is a small school with a low incidence of ELL populations. Trends are difficult to ascertain with such a low ELL population.
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 [\[see tool kit\]](#).)  
Distribution of entitlement letters, Parent Survey, and Program Selection will be provided to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities. Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish. These services are performed by the Parent Coordinator, who is also responsible for securing and storing the appropriate records.
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.  
1A certified ESL teacher is responsible for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary) of our students with six years of service. Translation services and materials will be available during the ELL Identification process. We inform parents throughout the year in numerous ways, such as distributing informational packets, conducting on-on-one meetings, phone conversations and workshops. Our parent coordinator works closely with parents to deliver information in a timely manner.
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.

The ESL teacher works in collaboration with administration to ensure that all ELL students receive the NYSESLAT annual. A timetable for administering the exam is developed annually by the ESL teacher. Administration reviews the plan and cross checks ATS reports to ensure that it meets the needs of all ELLs.

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.   
Parents are aware when applying to Mott Hall that only Freestanding ESL is offered. This information is shared online, in the Middle School catalogue and during Open Houses conducted by the school. If a parent requested an alternative ELL program, the procedures followed by the school are described in #2. We have a strong success record of students passing NYSESLAT after completing our ELL program.

## 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])?  
Because there are 12 ESL students, of all different levels(1 Beginning, 2 Intermediate and 9 Advanced, a "PULL-OUT program is used. Mrs. McMahon, the ESL teacher is in charge of the program; she differentiates instruction for these 12 students as applicable. Mrs. McMahon recognizes each student's individual needs as well as integrates content area instruction into her program. (Content area teachers update Ms. McMahon with their concerns and with content material for their ESL students).
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The program model is a heterogeneous, ungraded model. It is based on 45 minutes of instruction block of times. Each child receives the prescribed instruction time.

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

The language of instruction is in English for all of the content areas. Various instructional approaches: oral, visual, tactile, kinesthetic, interpersonal and intrapersonal as well as listening, reading, speaking and writing are used in each ESL class.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
There are no students who need native language arts. All of the students are in need of ESL instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are given former NYSESLAT exams to assess students learning in all four areas (listening, reading, writing, speaking). They are given writing assignments in all content areas and work with the ESL teacher to perfect their skills. They are given grammar, vocabulary and syntax lessons in ESL class. In conjunction with the ELA and the Math, Science, and Social Studies departments, students are required to read at least 10 additional books. These books strengthen their comprehension, reading, vocabulary and writing skills. ESL teacher gives listening activities as part of the everyday block of time and students are required to speak in English in every class.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. SIFE students will receive intensive English language development instruction teaching social and academic language. They will receive intensive literacy development and Sheltered content instruction. The schedules for teachers will become double period/block scheduling to facilitate the SIFE's learning.

A curriculum will be created for SIFE students based on state academic standards, concentrating on essential knowledge and skills only. Teachers will collaborate to modify curriculum. Students will have modified scheduling and condensed remedial courses that can catch students up to their grade levels in math, science and social studies. We will utilize a thematically organized curriculum with fewer topics, more time. Team teaching will be utilized.

Students will receive explicitly studying skills and extended day opportunities. After school tutorials and programs will be offered. Individual tutoring: inviting volunteers to be tutors for SIFE students: college students, high school students, teachers, community volunteers.

B. Students here less than three years will be given vocabulary words to facilitate learning in the content area. They will also read, write, listen and speak everyday that they are in ESL class. Teacher will scaffold instruction to facilitate ELLs as well as administer older NYSESLAT Exams to prepare them for the upcoming NYSESLAT in May. In addition, strategies: games, venn diagrams, t-charts, etc., technology, tapping into prior knowledge and experiences will be used to help the ELL gather and process information. Mrs. McMahan will work closely with content area and,, particularly, ELA teachers to ensure that students' needs are addressed and preparation for the test is maximized through repetition of ELA materials. (listening, speaking, reading and writing.) These measures will guarantee a higher rate of success for the early ELL students.

C. In accordance with their scores in NYSESLAT, Students with four (4) or six (6) years of service will be placed in the appropriate ESL level of instruction where they will receive help in content area as well as English grammar, speaking, reading and writing and listening.

D. Long term ELL's would receive instruction based on their NYSESLAT scores (RLWS). Mrs. McMahan will work with content area teachers to help students achieve competency in common core standards and to test out of the ESL program.

E. Our plan for former ELLs who have tested proficient in the past 1 to 2 years will include extended time (time and a half) on state tests and school tests. The use of a bilingual dictionary, another place to take the test and a third reading of the listening section of the ELA will be given to accommodate former ELLs if they want to have this accommodation.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ESL strategies used coincide with Howard Gardiner's theory of multiple intelligences: visual, auditory, kinesthetic, interpersonal and intrapersonal learning. ESL teacher will use the six different types of scaffolding: Modeling, bridging, contextualization, text re-presentation, schema building and metacognitive development. ESL teacher will incorporate technology into the classroom as well as games, graphic organizers and word walls. The ESL teacher will work with all content area teachers to facilitate the ELLs learning in the content area. In addition, the teachers are incorporating the school wide goal of argumentative and persuasive writing with rubrics for students to develop their writing skills.

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?

Because the current ELL population is only 4% (12 students- 2 general education (ICT) and 10 special education), Mrs. McMahan is

able to coordinate with the students' content area teachers as well as the two special education self-contained teachers (Mr. Pappas and Ms. Jackson) to aid in developing the student's writing skills as well as their content area knowledge. Ms. McMahon determined the period of instruction for pull-out services that would cause the least instructional interruption. She also collaborates with content area and special education teachers in assessing ELL student understanding of the skills and concepts taught in the curriculum. In addition, students are given after-school intervention via the 37 1/2 minutes, counseling and speech.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

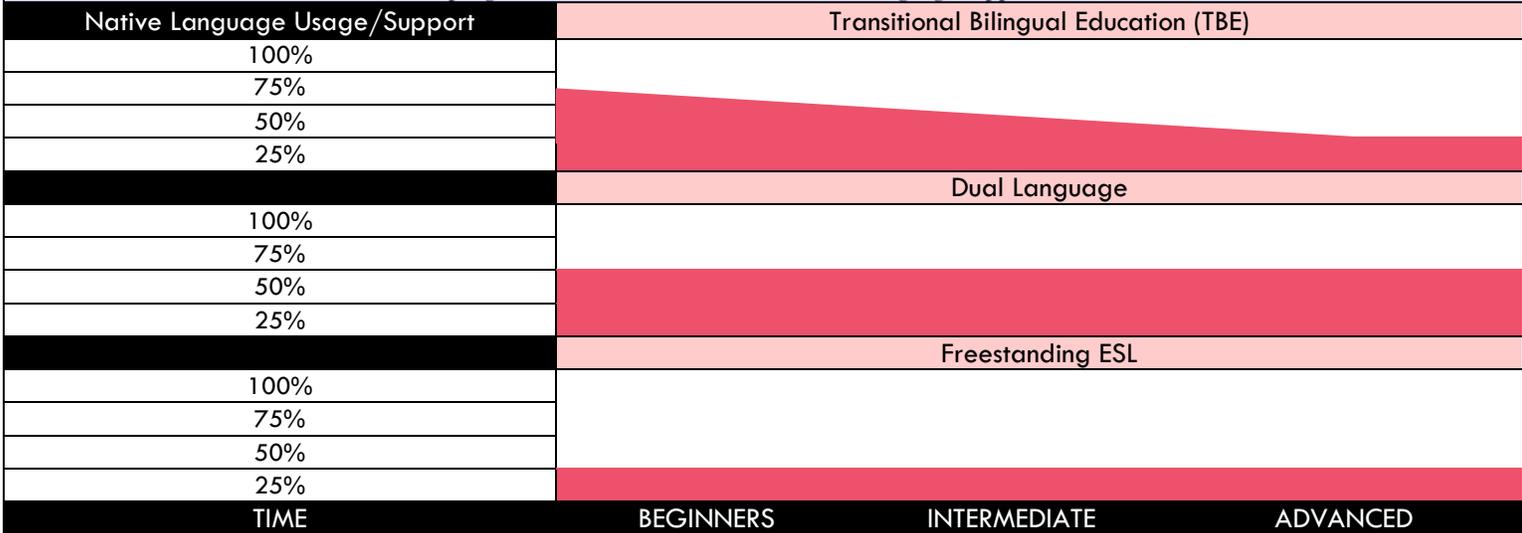
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.
- The targeted intervention services for ELLs in ELA, math and other content areas for all ELLs subgroups (special education, general education, beginning, intermediate and advanced) are administered in after-school intervention named "EDGE"- a 50 minute program held three days a week designed to enhance student's abilities in ELA and Math. Students are given counseling and speech. All services are offered 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 in both content and language development, however, a more optimum setting would be one that incorporates the push-in model and grade level ELL classes.
11. What new programs or improvements will be considered for the upcoming school year?
- Next year we will consider a push-in model and ESL classes taught by grade level. Implementation will depend on what personnel will be providing the services and the size of our ELL population.
12. What programs/services for ELLs will be discontinued and why?
- We don't plan on discontinuing any ELL services that we currently offer
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Because the ELL population is so small, our ELLs have access to the same programs as the general education population. All Mott Hall students have the opportunity to participate in EDGE, an after school Math and ELA program. We particularly emphasize small group instruction of our ELL population. Enrichment activities such as NDI, Chess, Journalism and Computers are all open to our ELL students
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Classroom libraries are provided for students to select books that are appropriate to their level of reading. Technology (laptop computers with ESL programs /vocabulary and grammar games, Smart Board instruction) are given to students. All instruction in Mott Hall incorporates technology into each class. Only students who are ELL and need ESL are Spanish speaking, bilingual books and dictionaries are available to the Spanish speaking ESL students. In addition, French is taught to all students at Mott Hall. This enables the Spanish speaking ESL student to make connections between their native language and French. Students make connections between the two romance languages and are able to connect some words to the English language.
15. How is native language support delivered in each program model (IBE, Dual Language, and ESL)?
- There is a minimal amount of native language support. Some of the school staff ( secretaries, parent coordinator and teachers) speak Spanish. These people can offer assistance to the ESL student, outside of the classroom, if necessary. Academically, students have access to Spanish bilingual dictionaries and some native reading materials. Seventh and eighth grade students are all offered French.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Counseling and Speech are given at age and grade appropriateness. Counseling is offered to all middle school ELL students to facilitate the ELL student's adjustments to middle school. Counseling is offered to help students and their families prepare for entry into high school and address any emotional or social needs that the students may have.
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.
- There is a curriculum orientation meeting for the parents as well as for the students. Students are supported via regular counseling sessions
18. What language electives are offered to ELLs?
- French is a requirement for all seventh and eighth graders
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. The professional development plan for all ELL personnel is as follows:
    - Teacher training in best practices in ESL instruction and collaborative inquiry focus.
    - Teachers have opportunities to attend any regional and/or city-wide workshops to further their professional development.
    - Professional development days are offered in house which reinforce teaching to the Common Core Standards.
  2. All ELL students take part in a College Readiness course that teaches organizational and study skills that students will need in High School and College. From the beginning of sixth grade, teachers tailor assistance for high school transition to these students as their skills develop.
  3. ELL training takes place at monthly faculty meetings and departmental meetings for all staff.
  4. The PD plan outlined in #1 meets the minimum time requirements. ELL training takes place during weekly grade meetings throughout the year. Best practices for ELL instruction are also shared periodically during monthly faculty meetings. Finally, opportunities for PD outside the building are shared with the ELL teacher and Special Education teacher. When appropriate, these are turn-keyed to the appropriate staff during the aforementioned grade meetings.

## D. Parental Involvement

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

1. Parental involvement means the participation of all parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including, and ensuring that parents play an integral role in assisting their child's learning; parents are encouraged to be actively involved in their child's education at school; parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

2. The Mott Hall School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

3. Each parent will receive a copy of the Parent Involvement Policy as well as School-Parent Compact. These documents are revisited and revised at the start of every academic year. The Mott Hall School staff meets regularly with parents during Parent Association Meetings and School Leadership Team Meetings. These meetings have agendas as well as minutes of the meetings and discussions that take place. At these meetings, we ask for involvement in planning, designing, and incorporating the Comprehensive Educational Plan. We ask parents to discuss issues, concerns with us so that we can make improvements as well as to celebrate our successes.

4. Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish. Effective parent community engagement strategies have been utilized to determine the Parent Coordinator as the bilingual liaison to the community and all parent involvement events. The Mott Hall website has been refined to include an announcement and update line for parents in both English and Spanish. This is done through the utilization of the Parent Coordinator, in house school staff and the New York City Department of Education Translation Unit.

Additionally, the school has purchased translation equipment to be utilized for all parent activities and meetings.

Phone Messenger has been utilized in order to call families with announcements and upcoming events in Spanish and English. To further facilitate communication in the language reflected by the school community, simultaneous translation equipment has been purchased to provide simultaneous translation of all events, activities, workshops and educational activities. The Mott Hall School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, and implement parent workshops/activities which engage and foster involvement in their child's academic achievement such as Curriculum Orientation Nights, Parents High School Night, ARIS Parent Access Workshops.

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: The Mott Hall School**

**School DBN: 06m223**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Marva Gumbs-Picou	Principal		1/15/14
Jakub Lau	Assistant Principal		1/15/14
Evelyn Camacho-Moran	Parent Coordinator		1/15/14
Kathleen McMahon	ESL Teacher		1/15/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Renee Benjamin	Guidance Counselor		1/15/14
Margaret Struk	Network Leader		1/15/14
	Other _____		1/1/01

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

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

DBN: **06M223** School Name: **The Mott Hall School**

Cluster: **5** Network: **551**

**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.

In order for the school to provide the parents with adequate communication and assess our written and oral translation needs, the school generates a report from ATS (RAPL). This report indicates what language the parents prefer to receive information from the school.

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.

The school's primary need is written and oral translation from English to Spanish. The school's population in terms of language needs has not changed throughout the school's existence, however, parents are informed at Open-Houses and at the beginning of the year that translation of all meetings and written documents is provided in Spanish and that they may request translation in other languages as well.

## 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.

Written translation services are provided in-house by bi-lingual school staff. All documents are simulatanously sent home in English and Spanish. When translation is not possible by school-based staff, the school has funds set aside for outside vendor support.

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.

Oral interpretation services in the school is provided by school-based bilingual staff . The school has a simulatneous translation machine (Talk Technologies Inc.) for use by both school staff or any other individual providing translation services to a group. Additionally, the DOE Translation Unit is used for over the phone translation. Funds have been put aside in the event of the need for an outside contractor.

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>.

The school ensures that all parents receive translation services as outlined in Chancellor's Regulation A-663. All school-based communications are sent home in English and Spanish. Translation services are provided by our partent coordinator or other bilingual staff for all parent meetings (both individual and group). If a school-based staff member is not available for written or oral translation, or if translation is needed in a language than cannot be serviced by school staff, funds have been set aside in the school budget for an outside vendor to provide translation.