

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: MOTT HALL III
DBN (i.e. 01M001): 09X128
Principal: JORISIS STUPART
Principal Email: JSTUPAR@SCHOOLS.NYC.GOV
Superintendent: LETICIA RODRIGUEZ-ROSARIO
Network Leader: LUCIOUS YOUNG

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jorisis Stupart	*Principal or Designee	
Michael Connolly	*UFT Chapter Leader or Designee	
Ana Santos	*PA/PTA President or Designated Co-President	
Corinthian Lee	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	
Marsha Lyons	Member/ Parent	
Iris Paul	Member/ Parent	
Danielle Francis	Member/ Parent	
Sonia Adorno	Member/ Parent	
Meredith Mazur	Member/ UFT	
Jennifer Simon	Member/ UFT	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By April 2015, the percentage of Mott Hall III students achieving proficiency on the NYS ELA Exam will be 35 and their median growth percentile will be 73.

Comprehensive Needs Assessment

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

In the 2013-2014 school year, 29.9% of students achieved a Level 3 and 4 on the New York State ELA Exam. This percentage of students meeting proficiency decreased due to the increasing complexity of the ELA Common Core-aligned state assessments. In the area of progress, our students' median growth percentile in ELA was 68, increasing from a 63 during the previous year. The data shows that we must continue key initiatives to push our students to make individual progress toward rigorous learning goals using an assessment-driven and engaging curriculum. We must also ensure that we implement the Expeditionary Learning curriculum in a way that aligns to the demands of the standards, so that students are prepared to demonstrate proficiency on the 2015 ELA Exam. These are the key data points we used to determine our ELA goals this year.

Instructional Strategies/Activities

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

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

1. Implementation of Common Core-aligned Expeditionary Learning curriculum in each grade.
2. Scheduling for each class to receive 8 periods of ELA instruction each week; 5 dedicated to the Expeditionary Learning curriculum and 3 dedicated to vocabulary/grammar.
3. ELA Department Professional Development: Professional development is given on the following topics in regular department meetings:
 - Understanding the “instructional shifts” demanded by the Common Core Learning Standards and DOE Citywide Instructional Expectations;
 - Implementing the Expeditionary Learning ELA curriculum within a responsive curriculum;
 - Looking at student work and using data to plan instructional next steps;
 - Other topics related to the Common Core Learning Standards, Citywide Instructional Expectations, and Expeditionary Learning Curriculum.
4. Data-Driven Curricular Structures:
 - Administration of Unit Tests aligned with the Common Core Learning Standards from each unit in the curriculum;
 - Analysis of this data in planning and department meetings;
 - Data Conversation meetings between teachers and administrators after each marking period; and
 - Ongoing goal-setting, assessment, and reflection for students as part of the ELA curriculum.
5. AIS, IEP, and ELL Intervention: We provide additional ELA support to AIS and ELL students, as well as students with disabilities, in the form of push-in SETSS and ESL support and AIS afterschool tutoring for students who earned the lowest scores on the 2014 ELA Exam.

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

1. ELA Teachers, in collaboration with the Admin team, plan weekly to implement the Common Core-aligned Expeditionary Learning curriculum in each grade.
2. The Assistant Principal, Joanna Mora, designed the schedule to incorporate 8 periods of ELA instruction for each student every week.
3. The Admin Team plans and facilitates ELA Department professional development during regular meetings.
4. The administrative team schedules and plans for Data Conversations with teachers at the end of each marking period. Teachers implement unit tests and analyze the results at the end of each unit.
5. Our Special Education, ESL, and afterschool AIS teachers are responsible for providing intervention to these target populations of students.

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

1. Teacher-designed unit tests with accompanying data conversations will help us to assess the effectiveness of the Expeditionary Learning curriculum as it is being

implemented in ELA classrooms. Through analysis of the data from these tests, and discussions of this data in department meetings, planning meetings, and data conversations, we will identify needs that must be addressed in the curriculum, as well as opportunities for spiralling of target skills throughout multiple units.

2. Our formal and informal observation cycles, as well as data from benchmark ELA tests, will help us to evaluate the effectiveness of the ELA programming for our students.
3. Curriculum planning meetings and observations will be used to assess the effectiveness of our ELA professional development.
4. Data conversations, curriculum planning meetings, and data from unit and benchmark assessments will help us to evaluate the effectiveness of our schoolwide systems for data analysis.
5. Data conversations with our ESL teacher, special education teachers, and classroom teachers will help us to evaluate the effectiveness of our targeted interventions for AIS, ESL, and special education students.

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

1. August 2014-June 2015
2. August 2014
3. September 2014-June 2015
4. September 2014-June 2015
5. September 2014-June 2015

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

1. We will use scheduled periods for teacher planning, the Expeditionary Learning curriculum, and Expeditionary Learning and in-school professional development to support this strategy.
2. We will build our school schedule to accommodate these designated periods of ELA instruction each day.
3. We will incorporate our ELA professional development into our weekly professional development periods for staff.
4. We will build Data Conversations into our Schoolwide Data and Assessment Calendar.
5. We will build our AIS services into the school schedule. Our special education teachers will provide push-in SETSS support as part of their schedule, and our ESL teacher will provide push-in ESL support to our ELLs as part of her schedule.

Strategies to Increase Parental Involvement

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

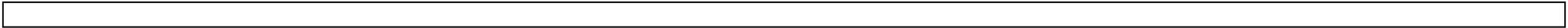
- Parents receive logon information for accessing their children's grades on Edline, our schoolwide online grading system. They are also trained in using ARIS ParentLink to access their children's state assessment data.
- Parents are invited to the school for Curriculum Night at the beginning of the year. There, they meet their children's teachers and hear from them how best they can support their children's progress in literacy.
- Our school has developed, copied, and distributed to parents a schoolwide calendar that lists major events during the school year, including the New York State ELA assessments. Included in this calendar is a student handbook that lists the phone numbers and contact emails of all teachers and administrators at the school.
- Individual Student Reports (ISRs) with students' state test scores were attached to student report cards and discussed with parents on Parent-Teacher Conference Night.
- Our school holds Curriculum Expos twice each year. At these events, students showcase the work they have done in their academic classes, including their Common Core-aligned tasks. Parents are invited to these Curriculum Expos.
- Every parent receives individual feedback about his or her students' academic and behavioral performance at the end of each week in the form of the Mott Hall III Progress Report. Each teacher, administrator, and school staff member writes on this progress report to note important aspects of students' academic performance, behavior infractions, as well as general school and curriculum updates.

Budget and Resource Alignment

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

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

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



Goal and Action Plan #2

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

Annual Goal #2

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

By April 2015, the percentage of Mott Hall III students achieving proficiency on the NYS Mathematics Exam will be 35 and their median growth percentile will be 73.

Comprehensive Needs Assessment

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

In the 2013-2014 school year, 38.5% of students achieved a Level 3 and 4 on the New York State Math Exam. This percentage of students meeting proficiency increased from 69% the year before. In the area of progress, our students' median growth percentile in Math was 74, increasing from a 69 during the previous year. The data shows that we must continue key initiatives to push our students to make individual progress toward rigorous learning goals using an assessment-driven and engaging curriculum. We must also ensure that we implement the CMP3 curriculum in a way that aligns each unit to the demands of the new standards, so that students are prepared to demonstrate proficiency on the 2015 Math Exam. These are the key data points we used to determine our Math goals this year.

Instructional Strategies/Activities

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

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

1. Implementation of Common Core-aligned CMP3 curriculum in each grade.
2. Scheduling for each class to receive 8 periods of Math instruction each week; 5 dedicated to the CMP3 curriculum and 3 dedicated to math skills.
3. Math Department Professional Development: Professional development is given on the following topics in regular department meetings:
 - Understanding the “instructional shifts” demanded by the Common Core Learning Standards and DOE Citywide Instructional Expectations;
 - Implementing the CMP3 curriculum within a responsive curriculum;
 - Looking at student work and using data to plan instructional next steps;
 - Other topics related to the Common Core Learning Standards, Citywide Instructional Expectations, and CMP3 Curriculum.
4. Data-Driven Curricular Structures:
 - Administration of Unit Tests aligned with the Common Core Learning Standards from each unit in the curriculum;
 - Analysis of this data in planning and department meetings;
 - Data Conversations between teachers and administrators after each marking period; and
 - Ongoing goal-setting, assessment, and reflection for students as part of the math curriculum.
5. AIS, IEP, and ELL Intervention: We provide additional math support to AIS and ELL students, as well as students with disabilities, in the form of push-in SETSS and ESL support and AIS afterschool tutoring for students who earned the lowest scores in the 2014 Math Exam.

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

1. Math Teachers, with Admin Team, plan and implement CMP3 curriculum.
2. The Assistant Principal, Joanna Mora, designed the schedule to incorporate 7-10 periods of Math instruction for each student every week.
3. The Admin Team plans and facilitates Math Department professional development during regular meetings.
4. The administrative team schedules and plans for Data Conversations with teachers at the end of each marking period. Teachers implement unit tests and analyze the results at the end of each unit.
5. Our Special Education, ESL, and afterschool AIS teachers are responsible for providing intervention to these target populations of students.

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

1. Teacher-designed unit tests with accompanying data conversations will help us to assess the effectiveness of the CMP3 curriculum as it is being implemented in Math classrooms. Through analysis of the data from these tests, and discussions of this data in department meetings, planning meetings, and data conversations,

we will identify needs that must be addressed in the curriculum, as well as opportunities for spiraling of target skills throughout multiple units.

2. Our formal and informal observation cycles, as well as data from benchmark Math tests, will help us to evaluate the effectiveness of the Math programming for our students.
3. Curriculum planning meetings and observations will be used to assess the effectiveness of our Math professional development.
4. Data conversations, curriculum planning meetings, and data from unit and benchmark assessments will help us to evaluate the effectiveness of our schoolwide systems for data analysis.
5. Data conversations with our ESL teacher, special education teachers, and classroom teachers will help us to evaluate the effectiveness of our targeted interventions for AIS, ESL, and special education students.

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

1. August 2014-June 2015
2. August 2014
3. September 2014-June 2015
4. September 2014-June 2015
5. September 2014-June 2015

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

1. We will use scheduled periods for teacher planning, the CMP3 curriculum, and in-school professional development to support this strategy.
2. We will build our school schedule to accommodate these designated periods of Math instruction each day.
3. We will incorporate our Math professional development into our weekly professional development periods for staff.
4. We will build Data Conversations into our Schoolwide Data and Assessment Calendar.
5. We will build our AIS services into the school schedule. Our special education teachers will provide push-in SETSS support as part of their schedule, and our ESL teacher will provide push-in ESL support to our ELLs as part of her schedule.

Strategies to Increase Parental Involvement

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

- Parents receive logon information for accessing their children's grades on Edline, our schoolwide online grading system. They are also trained in using ARIS ParentLink to access their children's state assessment data.
- Parents are invited to the school for Curriculum Night at the beginning of the year. There, they meet their children's teachers and hear from them how best they can support their children's progress in math.
- Our school has developed, copied, and distributed to parents a schoolwide calendar that lists major events during the school year, including the New York State Math assessments. Included in this calendar is a student handbook that lists the phone numbers and contact emails of all teachers and administrators at the school.
- Individual Student Reports (ISRs) with students' state test scores were attached to student report cards and discussed with parents on Parent-Teacher Conference Night.
- Our school holds Curriculum Expos twice each year. At these events, student showcase the work they have done in their academic classes, including their Common Core-aligned tasks. Parents are invited to these Curriculum Expos.
- Every parent receives individual feedback about his or her students' academic and behavioral performance at the end of each week in the form of the Mott Hall III Progress Report. Each teacher, administrator, and school staff member writes on this progress report to note important aspects of students' academic performance, behavior infractions, as well as general school and curriculum updates.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #3

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

Annual Goal #3

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

By May 2015, 100% of teachers will engage in collaborative inquiry around schoolwide areas of focus in order to plan cognitively challenging and accessible CCSS-aligned tasks.

Comprehensive Needs Assessment

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

We developed our third goal by reflecting on the 2014-15 Citywide Instructional Expectations, feedback we received from our superintendent, Dolores Esposito, and from our unannounced Principal's Performance Review (PPR) visit by Cluster 4's Amanda Laurie. We understand that the Citywide Instructional Expectations call for us to refine our work by carefully examining our students and their needs, and by developing a shared understanding of our instructional focus that is grounded in professional learning that is collaborative, focused, and action-based. Our feedback from Principal's Performance Review visits indicated that differentiation and formative assessment were next steps for our professional learning; MOTP data also suggested that Questioning and Discussion Techniques represented an area for growth in teacher practice. These three topics, in addition to Writing Instruction (which was identified by teachers as an area in which they wanted to improve) have become topics of study in Professional Learning Communities that meet each Monday for professional learning. Each group has identified a research question, intended outcomes, and a course of action to direct their learning, using the inquiry process as a model. As a result of our work, we expect teachers to experiment with and refine their best practices in their chosen area of study, which they can then share with their colleagues and grow schoolwide. By focusing on these four vital areas, and by cycling teachers through three professional learning cycles that include opportunities to share, we expect to see gains in student engagement, understandings, and achievement.

Instructional Strategies/Activities

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

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

2. *Professional Learning Group Meetings: All teachers participate in weekly meetings of professional learning groups organized around topics that are vital to improving teacher practice. These groups have identified a professional text to read as a resource, developed an action plan to guide their work, and strategies to implement for action research.*
3. *Interdisciplinary Collaboration: In grade team meetings and special ELA/Content Area meetings, teachers work to develop collaborative plans for teaching key skills across multiple subject areas. They also develop interdisciplinary projects that students work on in several classrooms.*
4. *Formative Assessments: Teachers use formative assessments to identify individual student learning needs in their daily lesson plans. Selections from these formative assessments are discussed in data conversations between teachers and administrators.*

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

1. Each professional learning group is guided by an administrator and led by a teacher leader who acts as facilitator.
2. A grade team leader for each grade team plans and facilitates weekly meetings to address common instructional goals and projects.
3. All teachers are responsible for formative assessments as part of their classroom instruction.

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

1. We work with our Network to monitor the effectiveness of our professional learning groups.
2. Grade team meeting agendas, minutes from meetings, and interdisciplinary unit plans are used to evaluate the effectiveness of our interdisciplinary collaborations.
3. Data conversations are used to evaluate the effectiveness of our formative assessments used by teachers in their instruction.

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

1. October 2014 – June 2015
2. September 2014 – June 2015
3. Data conversations take place after each marking period, three times each year.

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

1. We conduct our professional learning group meetings every Monday afternoon during our professional development time.
2. We will use our weekly grade team meetings to support our development of interdisciplinary collaborations.
3. Teachers will use their weekly planning meetings to develop and adapt assessments to use to inform their instruction. Administrators will schedule data conversations after each marking period to discuss assessment data with teachers.

Strategies to Increase Parental Involvement

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

- Parents receive logon information for accessing their children's grades on Edline, our schoolwide online grading system. They are also trained in using ARIS ParentLink to access their children's state assessment data.
- Parents are invited to the school for Curriculum Night at the beginning of the year. There, they meet their children's teachers and hear from them how best they can support their children's progress in literacy.
- Our school has developed, copied, and distributed to parents a schoolwide calendar that lists major events during the school year, including the New York State ELA and Math assessments. Included in this calendar is a student handbook that lists the phone numbers and contact emails of all teachers and administrators at the school.
- Individual Student Reports (ISRs) with students' state test scores were attached to student report cards and discussed with parents on Parent-Teacher Conference Night.
- Our school holds Curriculum Expos twice each year. At these events, student showcase the work they have done in their academic classes, including their Common Core-aligned tasks. Parents are invited to these Curriculum Expos.
- Every parent receives individual feedback about his or her students' academic and behavioral performance at the end of each week in the form of the Mott Hall III Progress Report. Each teacher, administrator, and school staff member writes on this progress report to note important aspects of students' academic performance, behavior infractions, as well as general school and curriculum updates.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- | |
|---|
| 1. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| 3. Key personnel and other resources used to implement each strategy/activity |
| 1. |
| 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| 5. Timeline for implementation and completion including start and end dates |
| 1. |
| 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. |

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2.**
- 3. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<ul style="list-style-type: none"> • Students are guided in choosing independent reading books that meet their independent reading level. • Individual conferences with students help teachers assess students' comprehension of the texts they have selected. • Teachers scaffold concepts, preview vocabulary, and give graphic organizers to students to support their comprehension of complex content. • Student partnerships in reading support students' comprehension of texts, including their comprehension of advanced vocabulary. • Our SETTS, ESL, and Special Education teachers provide additional support for students in a push-in setting. They also modify major assessments for students with IEPs. • Teachers use interactive read-aloud to build engagement and comprehension of complex texts. • Teachers use a standardized rubric to assess student writing. Students receive instruction in how to use this rubric to assess and improve their own written pieces. • AIS students also receive afterschool tutoring. The ELA after school curriculum consists of nonfiction reading supported in small group 	<ul style="list-style-type: none"> • Reading conferences: one-to-one • Push-in support: small-group targeted instruction • Student partnerships: one-to-one • Curricular supports in reading and writing: Whole-class • Afterschool tutoring: Small-group targeted support 	<p>All services are provided during the school day, with the exception of afterschool tutoring, which occurs two afternoons weekly.</p>

<p>Mathematics</p>	<p><i>book clubs.</i></p> <ul style="list-style-type: none"> • All of our students are enrolled in Math skills class three times each week. During this class, students use a individualized differentiated computer program, Khan Academy, to receive targeted practice. • Our SETTS, ESL, and Special Education teachers provide additional support for students in a push-in setting. They also modify major assessments for students with IEPs. • AIS students also receive afterschool tutoring in math. 	<ul style="list-style-type: none"> • Math Skills class: Individualized instruction through a computer-based program • Push-in and Pull-out Support: Small-group targeted instruction • Afterschool tutoring: Small-group instruction 	<p>All services are provided during the school day, with the exception of afterschool tutoring, which occurs two afternoons weekly.</p>
<p>Science</p>	<ul style="list-style-type: none"> • Our Science teachers expose students to hands-on, in-depth science investigations that are focused on making abstract concepts more concrete. • Students work with partners and in small groups to support one another's progress in science labs and other assessments. • Teachers give students targeted practice with core reading strategies by dedicating at least one period each week to reading from <u>Science World</u> magazine. • Students receive checklists, rubrics, and benchmark deadlines to successfully complete major assessments, such as their Science Expo projects. • Special education teachers work with Social Studies teachers to make modifications to major tasks and assessments for students with IEPs. • SETTS and ESL teachers provide individual support for students in push-in settings. 	<ul style="list-style-type: none"> • Instructional approaches, reading practice, and additional supports: Whole-class • Push-in and Pull-out support: small-group targeted instruction • Student partnerships and groups: one-to-one and small-group 	<p>All services are provided during the school day, with the exception of afterschool tutoring, which occurs two afternoons weekly.</p>

<p>Social Studies</p>	<ul style="list-style-type: none"> • Our Social Studies teachers use chunking and annotating to facilitate all students' understanding of content readings. • Teachers preview vocabulary before reading prior to reading complex passages with students. • Special education teachers work with Social Studies teachers to make modifications to major tasks and assessments for students with IEPs. • Teachers provide graphic organizers to help students organize their notes from reading and prepare for writing. • Teachers scaffold skills prior to engaging students in reading tasks. • Special education teachers work with Social Studies teachers to make modifications to major tasks and assessments for students with IEPs. • SETTS and ESL teachers provide individual support for students in push-in settings. 	<ul style="list-style-type: none"> • Instructional approaches, reading practice, and additional supports: Whole-class • Push-in and Pull-out support: small-group targeted instruction 	<p>All services are provided during the school day, with the exception of afterschool tutoring, which occurs two afternoons weekly.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Group counseling • Individual counseling • Family counseling • Referrals to outside counseling agencies • Participation in the Advisory committee to support the weekly schoolwide Advisory program, including individual teacher-advisors, in guiding at-risk students to make wise decisions for their future 	<p>One-to-one, small group, and whole-school support</p>	<p>All services are provided during the school day, with the exception of afterschool tutoring, which occurs two afternoons weekly.</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • <i>Administrative staff attends hiring fairs and networks with teacher preparation programs to identify and recruit highly-qualified teachers.</i> • <i>Mentors are assigned to support first-year and struggling teachers.</i> • <i>All teachers have received <u>Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching</u>. They have completed their own self-assessments using the Danielson rubric and they have used these self-assessments in professional conversations with administrators during Initial Planning Conferences, Pre- and Post-Conferences as part of the formal observation cycle, and informal observation debriefs.</i> • <i>Teachers participate in a variety of ongoing professional development activities, including weekly planning meetings, regular department meetings, weekly grade team meetings, and regular faculty conferences. Agendas for these meetings are planned strategically by the Cabinet to follow a logical sequence aligned with the school's goals.</i> • <i>Administrators conduct ongoing, frequent formal and informal observations with teachers and debrief with teachers around areas of strength and next steps using the Danielson rubric.</i>

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).
<ul style="list-style-type: none"> • <i>Within the regular PD structures within our school (weekly planning meetings, regular department meetings, weekly grade team meetings, and regular faculty conferences), teachers learn about the following topics:</i> <ul style="list-style-type: none"> ▪ Understanding the "instructional shifts" demanded by the Common Core Learning Standards and DOE Citywide Instructional Expectations; ▪ Using the "Released Questions with Annotations" guides to the NYS ELA and Math tests to analyze the ways in which specific Common Core Standards are tested; ▪ Implementing common-core aligned curriculum within a responsive curriculum; ▪ Looking at student work and using data to plan instructional next steps; ▪ Collaborating to support students' literacy practices across ELA and content area classes, including the use of common strategies for teaching argument writing, citing evidence for ideas drawn from text, and conducting close reading of complex texts; and ▪ Moving instructional practice along key areas of the Danielson rubric, including 3b: Using Questioning and Discussion Techniques and 3d: Using Assessment in Instruction. • <i>All teachers are given "Planning Guides" for their departments. These planning guides delineate coherent practices for each department, including templates for Curriculum Maps, Unit Plans, and Lesson Plans. Each of these templates allows teachers to describe the Common Core Standards addressed in each plan.</i> • <i>Administration plans and facilitates Data Conversations with teachers after each marking period to analyze recent assessment data and develop action plans in response to areas of weakness. This fosters ongoing goal-setting, assessment, and reflection among teachers and administrators around assessment data aligned to the Common Core Standards.</i>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs,

Head Start, etc.).

Student Summer Orientation

Weekly Advisory Program

Schoolwide Implementation of PBIS (Positive Behavior Intervention and Supports) Program

School Uniform Distribution Program to students in need

Schoolwide Enrichment Program

Academic Enrichment Field Trips

Academic Enrichment Afterschool Program

College Trips

Suicide Prevention Workshops; Sexual Health Workshops; Safe Streets Workshops

Small group and Individual Counseling

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Each spring, teachers meet in departments to evaluate the effectiveness of the NYC Periodic Assessments used in the previous school year. Then, they assess the options available in the coming year and they make selections for the assessment package they prefer. At three points during the year, administrators meet with teachers to review assessment data during Data Conversations. During these conversations, teachers and administrators discuss action plans to address the major learning needs suggested by the assessment data. Teachers also use this formative data during their weekly planning meetings to inform their instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template



**MOTT HALL III
MIDDLE SCHOOL 128**
580 CROTONA PARK SOUTH, BRONX, NEW YORK 10456
TEL (718) 842-6138 • FAX (718) 842-6348
www.MottHall3.com
Jorisis Stupart, Principal * Joanna Mora, AP * Rachel Rymer, AP

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED



**MOTT HALL III
MIDDLE SCHOOL 128**
580 CROTONA PARK SOUTH, BRONX, NEW YORK 10456
TEL (718) 842-6138 • FAX (718) 842-6348
www.MottHall3.com
Joris Stupart, Principal * Joanna Mora, AP * Rachel Rymer, AP

School-Parent Compact

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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	\$308,352.33	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,923,296.00	X	See action plan

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 9	Borough Bronx	School Number 128
School Name Mott Hall III		

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 Joris Stupart	Assistant Principal Joanna Mora
Coach type here	Coach type here
ESL Teacher Anita Rodriguez	Guidance Counselor Jennifer Simon
Teacher/Subject Area Andrew Hendricks/ELA	Parent Heaven Foreman
Teacher/Subject Area Erica Pajerowski/ELAq	Parent Coordinator Ernesto Martinez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Lucious Young	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	365	Total number of ELLs	25	ELLs as share of total student population (%)	6.85%
--	------------	----------------------	-----------	---	--------------

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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							9	11	5					25
SELECT ONE														0
Total	0	0	0	0	0	0	9	11	5	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	6
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	11	1	3	10	1	2	4	0	1	25

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		
Total	11	1	3	10	1	2	4	0	1	25
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
TOTAL	0													

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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							9	9	2					20
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1					2
TOTAL	0	0	0	0	0	0	9	11	5	0	0	0	0	25

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													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	5	3	0	0	8
6	8	3	0	0	11
7	1	3	0	0	4
8	5	3	1	0	9
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	7		1						8
6	3		8						11
7	4		1						5
8	4		4		0		0		8
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		4		2		0		7

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.
We use the Scantron Performance Series assessments to assess the early literacy skills of our ELLs. For ELLs with disabilities, we also administer the TCRWP Assessments. Data from these assessments show that the majority of our ELLs are reading 2-3 levels below grade level. This data has informed the schedule and strategies that our ESL teacher uses to support the ELLs at our school. This

teacher's schedule allows her to push in to content area classes, where skills from the Common Core Standards for Literacy in Science and Social Studies are emphasized, and to support her students' development of nonfiction reading comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels on the LAB-R and NYSESLAT and grades demonstrate that many of our students perform higher on listening and/or speaking skills than they do on reading and writing. Therefore, much of the instructional support that our teachers offer to our English Language Learners is focused on scaffolding for reading complex texts and writing cohesive essays.
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](#))

As stated above, students demonstrated strength in their speaking abilities as indicated by the NYSESLAT. Because of this, teachers incorporate collaborative work, group discussions, and partner "turn and talks" during their lessons to support their comprehension of content. ELL students' writing scores show that this is the area in which they need the most instruction and support. Because of this need, teachers use graphic organizers, sentence stems, teacher conferences, partner work, checklists and rubrics, and other scaffolds to promote students' writing development. In addition, ELL students are scheduled for the appropriate number of ESL instructional hours according to their ESL status.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. One pattern we have identified is that as students move from one grade to the next, their reading proficiency levels show improvement while their writing proficiencies stay stagnant or decline. Our students have taken their tests in English as requested by students and parents alike.
 - b. The results of the ELL Periodic Assessments are analyzed in grade team meetings by all teachers of ELL students, grade team administrators, and our ESL teachers. Grade teams discussed strengths and next steps that are evidenced in these assessments, and discuss strategies that can be used across the grade to address the identified skill gaps. Instructional action plans are finalized and followed up on in subsequent team meetings.
 - c. From the Periodic Assessments, our school is learning that our ELLs need further support in writing. They also need support in using context clues to understand complex vocabulary. We do not use their native language when administering the Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
First, we identify the child and their linguistic needs, and they relate to their native language. We provide this information to teachers in grade teams for consideration in lesson and unit planning. Teachers then use a variety of methods to accommodate students' second language development needs when planning their units and lessons. For example, teachers draw students' attention to cognates when encountering unfamiliar vocabulary; they connect new concepts and terms to prior learning; and they expose students to words multiple times in multiple contexts.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our success by disaggregating data from schoolwide NYS ELA and math assessments to determine the performance and progress of our ELL students as it compares with that of the student body as a whole. We examine our state report card to determine if we have met AYP for our ELLs. We also track student performance and progress on the NYSESLAT each year to evaluate the success of our programs for ELLs.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At Mott Hall III, we follow specific steps in order to identify ELLs within ten days of the student's admission. The school's state-certified ESL teacher, Anita Rodriguez, conducts the initial screening and administers the HLIS and LAB-R. She meets with families and conducts an informal interview in English and the native language. If the HLIS shows that a language other than English is spoken in the child's home, Ms. Rodriguez administers the LAB-R. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Students that score below proficiency are eligible for mandated ELL services.
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.
Ms. Rodriguez informs all families of their options for ELL services by use of the Parent Orientation video, found on the DOE website in the parents' home language, and by giving them the Parent Choice letter. Our Parent Coordinator, Ernesto Martinez, assists her in meeting with parents and offering translation for Spanish-speaking parents. Ms. Rodriguez and Mr. Martinez discuss with parents their choice of program for their child, and inform them of the ESL program our school currently offers. This process takes place on the same day that the parent takes the HLIS and within ten days of the student's enrollment at our school.
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 [\[see tool kit\]](#).)
Our ESL teacher, Ms. Rodriguez, distributes entitlement letters to students the day she administers the LAB-R to them and they score below proficiency. Ms. Rodriguez distributes non-entitlement letters to those who score at or above proficiency. Continued entitlement letters are sent to those students who score below proficiency on the NYSESLAT as they continue to receive services. All students are encouraged to return these letters promptly, and follow-up phone calls are made to students who do not return them within two school days. A copy of each entitlement letter is given to the Ms. Mora and Ms. Rymer, assistant principals, and the originals are filed in students' cumulative folders.
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.
Ms. Rodriguez works in collaboration with Mr. Martinez, our Parent Coordinator, to consult with families about instructional programs for their children. When necessary, Mr. Martinez acts as translator during these consultations, which include viewing the Parent Orientation Video and reviewing the Program Selection Form. Parents are informed that if they do not choose a program for their children, they will be placed in a Transitional Bilingual Education program. If there are not enough students to support a TBE program, the school provide an English as a Second Language program to the students. The Parent Survey and Program Selection Form is distributed to the parents at the end of the Parent Orientation in the appropriate languages; they are told to read the survey, make their selection, and return signed documents. Parents/guardians are informed that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. Parents are told that, once the LAB-R is administered to their children within ten school days, they will be notified in writing of their children's eligibility and placement in an instructional program in accordance with their selection, if possible. Once a parent makes his or her choice, he or she is informed of the program availability at our school. If we do not offer what the parent has selected, we work with the assistance of our Network to find them alternative schools with those programs. We keep a record of the Program Selection form in the office. If there is a request of enough parents to start a bilingual program, we will do so.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In September, we use the NYS Assessment Calendar to determine our dates for administering each section of the NYSESLAT. We administer the Speaking and Listening section of the NYSESLAT first, scheduling 1-2 students per testing session. The ESL teacher administers the Speaking and Listening session to each student and she records their answers using a computer recording device. Then, another teacher and the two assistant principals use that recording to score student responses. After administering the speaking and listening sections of the NYSESLAT, the ESL teacher then administers the other sections of the test, according to students' grade and ESL levels.
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. *①*
We have had only two students who have immigrated from another country and taken the LAB-R for the first time; in each case, parents have chosen an ESL program for their children, which aligns with our program offering.

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])?

ELL instruction is delivered using the push-in model. During push-in instruction, teachers collaborate, instruct, and assess the progress of the ELLs and other students at lower proficiency levels. The benefit of this ESL methodology is that it enhances students' skills in the four modalities -- listening, speaking, reading, and writing -- while not disrupting the students' access to daily classroom instruction. The ESL teacher differentiates learning tasks and materials and provides a variety of verbal and non-verbal supports.

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)?

At Mott Hall III, students present a range of proficiencies from beginner to advanced ability levels. The ESL teacher's program is structured in a way that all students receive their mandated instruction. In order to do this, our ELL students are placed in specific classes on each grade level according to their proficiency levels. For example, there are two homerooms with ELL students in sixth and seventh grades -- one for beginners and intermediate ELLs, and one for advanced ELLs -- and one homeroom with ELL students in eighth grade. To devise the ESL teacher's push-in schedule, we use the class schedule of those specific homerooms and we prioritize her presence in content area classes. The ESL teacher also has an Advisory and Talent Period class, during which time she works with ELL students. All intermediate and beginner students receive 360 minutes of instruction per week, and all advanced students receive 180 minutes of ELA instruction per week as mandated by CR Part 154. Because there is no TBE or Dual Language program at Mott Hall III, no NLA instruction is given. However, bilingual glossaries are provided to students in class and at home to

support students who remain dominant in their native languages.

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.

All ESL instruction is provided in English. Ms. Rodriguez pushes into content area classes to differentiate learning tasks, provide supplemental materials, and conduct small group conferences to support them in meeting the demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Upon their admission to Mott Hall III, parents of ELL students are given the HLIS and provided with informational materials and meetings. These meetings serve as the first level in ensuring that ELL students are identified to receive ESL services.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All teachers are trained in the use of strategies for supporting the achievement of ELL students in all four modalities. Through teachers' use of discussion rubrics, accountable talk self-evaluations, and questioning techniques, students' speaking and listening skills are assessed. Students are required to use precise language and answer questions orally in complete sentences. In the area of reading, teachers in content areas and ELA are trained in using a variety of means to support and evaluate students' comprehension of complex texts. These evaluations include graphic organizers for recording information from literary and informational texts, written responses to text-dependent questions, one-to-one reading conferences with students, and annotation strategies, such as recording the gist, for active reading. To evaluate students' written English, teachers are also trained to support and evaluate students' development through the use of graphic organizers to organize ideas, standardized writing rubrics for expository writing, and peer and self-evaluation protocols.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The two students who are designated SIFE are both Advanced ELLs, as designated by the NYSESLAT. These two students are in the sixth grade class that contains all of our sixth grade Advanced ELLs, and our NYS-certified ESL teacher, Ms. Rodriguez, pushes into their classes three periods each week for a total of 180 instructional minutes. Because of the heavy reading load that is present in content area classes, Ms. Rodriguez pushes into this class's Social Studies periods, to support these students' comprehension of primary and secondary sources. Ms. Rodriguez plans with the Social Studies teacher once every other week to monitor progress and collaborate on upcoming plans. She uses instructional strategies and materials such as bilingual glossaries, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with peers to support these students' development. Ms. Rodriguez also administers informal assessments to identify skill gaps that may affect our SIFE students' achievement, and she uses one-to-one and small-group conferences to address these gaps. Our SIFE students are also in Ms. Rodriguez's Advisory class, which meets once a week for 55 minutes. During this time, Ms. Rodriguez conducts individualized conferences with students about their academic and behavioral progress. She also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for success.

b. The 11 students who have been in US schools less than three years span a range of NYSESLAT proficiency levels and include students in grades 6-8. These students receive services from our NYS-certified ESL teacher, Ms. Rodriguez, who pushes into content area and English Language Arts classes for the number of minutes that is required by their ELL status. For beginning and intermediate newcomers, Ms. Rodriguez pushes into their content area and ELA classes for at least six periods, or 360 minutes each week; for advanced students, Ms. Rodriguez pushes into their content area and ELA classes for at least 3 periods, or 180 minutes each week. In these classes, Ms. Rodriguez uses instructional strategies and materials such as bilingual glossaries, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with peers to support our newcomers' development. Our newcomers are also in Ms. Rodriguez's Advisory class, which meets once a week for 55 minutes. During this time, Ms. Rodriguez conducts individualized conferences with students about their academic and behavioral progress. She also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for personal success.

c. The ten students who are receiving service from 4-6 years span a range of proficiency levels and include students in grades 6-8. These students receive services from our NYS-certified teacher, Ms. Rodriguez, who pushes into content area and English Language Arts classes for the number of minutes that is required by their ELL status. For beginning and intermediate ELLs, Ms. Rodriguez pushes into their content area and ELA classes for at least 6 periods, or 360 minutes each week; for advanced students, Ms. Rodriguez pushes into their content area and ELA classes for at least 3 periods, or 180 minutes each week. In these classes, Ms. Rodriguez uses instructional strategies and materials such as books on tape, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with peers to support our long-term ELLs' development. Our ELLs receiving service from 4-6 years are also in Ms. Rodriguez's Advisory class, which meets once a week for 55 minutes. During this time, Ms. Rodriguez conducts individualized conferences

with students about their academic and behavioral progress. She also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for personal success.

d. The four students who are designated long-term ELLs include both intermediate and advanced ELLs and include students in grades 6-8. These students receive services from our NYS-certified teacher, Ms. Rodriguez, who pushes into content area and English Language Arts classes for the number of minutes that is required by their ELL status. For intermediate ELLs, Ms. Rodriguez pushes into their content area and ELA classes for at least 6 periods, or 360 minutes each week; for advanced students, Ms. Rodriguez pushes into their content area and ELA classes for at least 3 periods, or 180 minutes each week. In these classes, Ms. Rodriguez uses instructional strategies and materials such as books on tape, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with peers to support our long-term ELLs' development. Our long-term ELLs are also in Ms. Rodriguez's Advisory class, which meets once a week for 55 minutes. During this time, Ms. Rodriguez conducts individualized conferences with students about their academic and behavioral progress. She also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for personal success.

e. All former ELLs are identified for targeted assessment monitoring throughout the school year. All teachers are trained in supporting the needs of ELL learners, as described in Part V.C. of this document, and they use these strategies for current and former ELLs alike. All faculty members also engage in data analysis of student achievement data, disaggregated by ELL and Former-ELL status, to monitor the progress of these students throughout the year. Former ELLs are programmed for Academic Intervention Services on Monday and Tuesdays for approximately 55 minutes; they also participate in our AIS afterschool program on Monday and Tuesday afternoons for one hour and 15 minutes each session. These afterschool sessions are taught by NYS certified ELA and Math teachers.

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?

The instructional strategies and grade-level materials that teachers of ELL-SWDs use include teacher read aloud and think-alouds, reading partners, books on tape, chunking and annotating of texts, small group conferences, and facilitation of collaborative work with peers. These students are also provided with Wilson Learning Systems intervention by a Wilson-trained teacher twice a week for one hour each session.

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?

Five out of six of our ELLs-SWDs are assigned to the Integrated Co-Teaching classes according to their Individualized Education Plans. These classes are taught by regular education teachers and special education teachers; the ESL teacher also pushes into their classes to provide additional support. The other ELL-SWD is assigned to a self-contained classroom according to his IEP. He has a flexible schedule that allows them to push-in to regular education classes according to his abilities. Currently, he pushes into math, science, and social studies classes, and receives support from the special education teacher, a paraprofessional, and our ESL teacher in these classes. He receives ELA instruction in a small 12:1:1 classroom with his teacher and a paraprofessional.

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:			

Courses Taught in Languages Other than English ⓘ

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

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

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

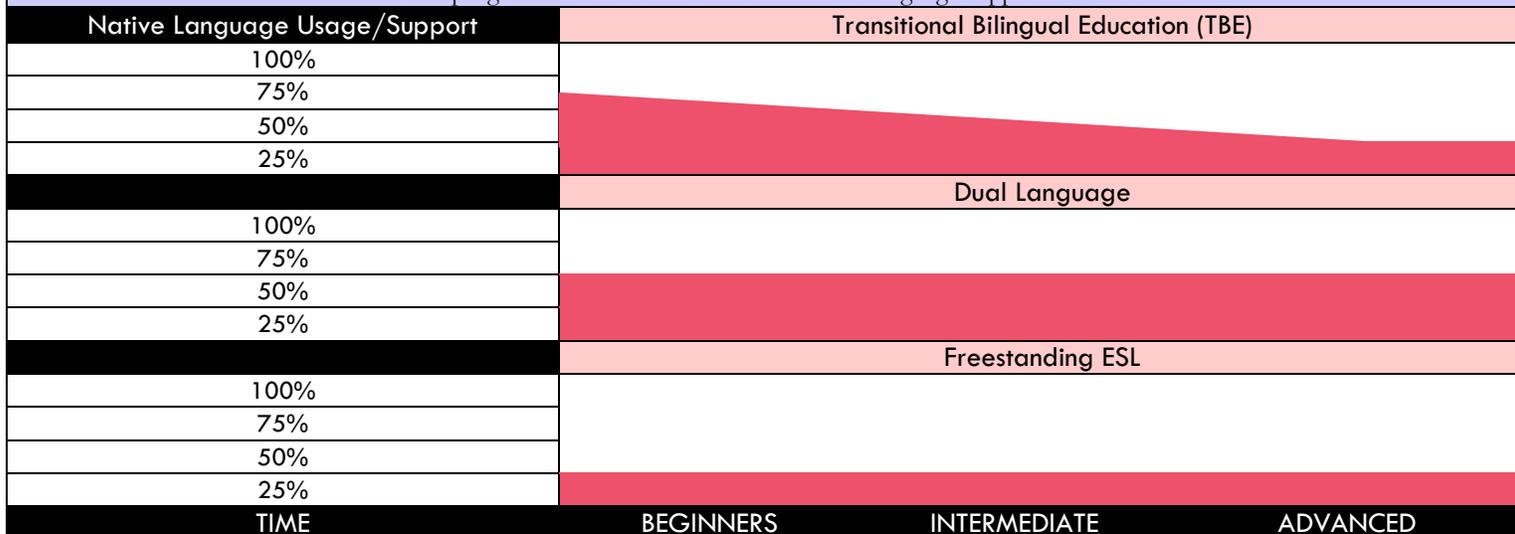
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We offer small-group AIS instruction as part of our extended-day schedule on Monday and Tuesdays. We also offer an afterschool AIS program on Monday and Tuesday afternoons. These programs target all of our ELLs, and they 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.
Our current program is effective in meeting the needs of our ELLs in both content and language development. Our push-in ESL model allows our ESL teacher to provide additional support and scaffolding for ELLs to strengthen their content comprehension in their regular classes while simultaneously promoting their language development.
11. What new programs or improvements will be considered for the upcoming school year?
We feel that our current push-in model is effective, and we will not be considering new programs or improvements for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
We feel that our current programs and services are effective and will not be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs, as they are integrated seamlessly into all school programs and activities. These school programs include regular classroom instruction with push-in support from our ESL teacher, as well as our extended day AIS program and afterschool AIS programs. During all family events, Spanish oral interpretation services are available.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials that are used to support ELLs include Smartboard interactive lessons in every subject; complex texts, including primary and secondary sources, informational texts in science and social studies, and nonfiction and trade book novels in ELA; internet research; graphic organizers; mathematics manipulatives; flash cards to support vocabulary development in each subject; and guided reading and readers' theater materials. Our ELL SWD who is assigned to our 12:1:1 classroom also receives support using Wilson Language System materials.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students receive native language support through translated materials, the use of bilingual glossaries, ESL literacy strategies for students that are aligned with the ELA/content area curriculum (BICS and CALP), and the use of the buddy system.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All services and materials are grade and age appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
We hold a student orientation a week before the beginning of the school year. Students are introduced to their new school, teachers, fellow classmates, and the expectations of the curriculum. We also have a parent meeting on Curriculum Night to better familiarize the parents with our school and programs. When our ELLs enroll in our school throughout the school year, our ESL teacher, Ms. Rodriguez, calls parents to familiarize them with our school programs and policies, and she meets with families when necessary. All ELL students are assigned Ms. Rodriguez's weekly Advisory class, where they receive individualized check-in meetings about their academic and behavioral progress and learn lessons about habits for success.
18. What language electives are offered to ELLs?
At this time we do not offer language electives to ELLs.
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)?

N/A

C. Professional Development and Support for School Staff

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

1. Our ESL teacher, Ms. Rodriguez, attends professional development workshops held by our Network. She turnkeys this professional development to all teachers of ELLs during weekly professional development sessions, held on Thursday afternoons. She also participates in both grade team meetings and planning meetings, in which the academic and social/emotional needs of ELLs is discussed.

2. Our schoolwide professional development is held on Thursday afternoons from 2:30 to 3:10. As part of our PD plan, Ms. Rodriguez leads workshops to all teachers on strategies for supporting the achievement of ELL students. Additional PD topics have included: an examination of ELA and Math achievement data disaggregated by ELL status, and planning for next steps; a discussion of the instructional shifts demanded by the Common Core Learning Standards, and how they are reflected in our curriculum maps, unit plans, and lessons; professional learning on facilitating students' close reading of complex texts, especially in the content areas; and the use of a protocol for looking at student work in grade teams to determine next steps for ELL students.

3. Our teachers are given curriculum and professional development support in implementing an Advisory program to assist students, including ELLs, as they transition from elementary to middle school. Our Advisory classes meet once a week; during that time, teachers check in with small groups of students on their academic and behavioral progress, based on data from their grade and behavior progress reports; these Advisories also explore topics such as self-esteem, conflict management, and habits for success. As part of their professional development, faculty advisors are trained to contact homes of their advisees to introduce themselves, clarify expectations, and inquire about students' prior school experiences and goals for the year. Ms. Rodriguez, our ESL teacher, is an advisor for 6th grade and 8th grade ELL students.

4. As stated above, Ms. Rodriguez participates in weekly team and planning meetings led by administrators and teachers of ELLs. At these planning meetings, teachers collaborate to plan strategies for differentiation and skill development among ELL learners. They also look at recent student data, disaggregated by ELL status, to assess progress and plan next steps. Ms. Rodriguez uses these meetings to turnkey information that she receives from Network ESL workshops. Finally, all of our teachers are invited to attend workshops through the Office of English Language Learners.

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. Our Parent Coordinator, school staff, and PTA board plan activities throughout the school year to foster parental involvement for parents of ELLs. These activities include monthly PTA and SLT meetings, regular workshops on topics such as computer skills and the high school admissions process, informative meetings such as Curriculum Night, and family celebrations, such as the Hispanic Heritage Month celebration, 3 C's Fall Fiesta, Holiday Showcase, Black History Month celebration, Mother's Day celebration, and End-Year Talent Show. Spanish translation occurs at all of these events, led by Mr. Martinez, Mr. Olivo, or Spanish-speaking teachers. In addition, all flyers and meeting notices are translated into Spanish.
 2. At this time we do not partner with any outside organizations to provide ELL services.
 3. We evaluate the needs of parents through analyzing data from parent responses on the Learning Environment Survey; feedback shared during PTA meetings, SLT meetings, and Parent-Teacher Conferences; and outreach conducted by our Parent Coordinator.
 4. Our parental involvement activities address the needs of the parents because they provide vital information to parents on important topics. These topics include ways to support their children in meeting the more rigorous Common Core Learning Standards; how to navigate the high school application process with their children; and how to use ARIS Parent Link, our online gradebook system, and other tools to monitor their children's progress. Our family celebrations allow parents a way to strengthen their commitment to the school community, have informal conversations with their children's teachers and administration, and celebrate their children's growing talents. In middle school, many parents need ways to stay connected as their children grow more independent. Our regular family events foster a way for them to maintain these connections.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Mott Hall 3

School DBN: 09X128

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jorisis Stupart	Principal		10/30/13
Joanna Mora	Assistant Principal		10/30/13
Ernesto Martinez	Parent Coordinator		10/30/13
Anita Rodriguez	ESL Teacher		10/30/13
Heaven Foreman	Parent		10/30/13
Andrew Hendricks/ELA	Teacher/Subject Area		10/30/13
Erica Pajerowski/Sp Ed	Teacher/Subject Area		10/30/13
	Coach		10/30/13
	Coach		10/30/13
Jennifer Simon	Guidance Counselor		10/30/13
Lucious Young	Network Leader		10/30/13
Rachel Rymer	Other <u>Assistant Principal</u>		10/30/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X128 School Name: Mott Hall III

Cluster: 4 Network: 408

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

Part A: Needs Assessment Findings

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

Parents are given a Home Language Identification Survey to determine what language the family speaks at home. An informal interview in both English and the native language is conducted. If a parent is only able to communicate in their native language, documentation and translation services will be provided for them. This information is then recorded in ATS by our school secretary. According to ATS, 42% of parents need documents translated into Spanish, while less than 1% of parents need documents translated into other languages. Data provided by the Department of Education indicate that Mott Hall III is comprised of approximately 57% Hispanic students, 40% African American students and 3% of other ethnicities. In addition, we are in close communication with the families of our students, giving us firsthand knowledge of our interpretation needs. We know with confidence that Spanish is our number one translation and interpretation priority.

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

As stated above, Spanish is our primary written translation and oral interpretation need. We have communicated this priority to members of our school community by mandating that this translation and interpretation be available for all communication to parents. To this end, we ensure that Spanish-speaking Mott Hall III staff members are always available to communicate to our Spanish speaking parents, whether it be for an individual parent phone call about a child's progress in school, for a parent workshop or informational meeting, or for a family celebration. We also mandate that all parent letters, brochures, calendars, and other written communication be translated for our Spanish speaking parents.

Part B: Strategies and Activities

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

The Mott Hall III Translation and Interpretation Team is comprised of our principal, assistant principals, Parent Coordinator, Technology Specialist, and ESL teacher. This team is responsible for ensuring the timely provision of translated documents to parents, and two of the members -- the Parent Coordinator and the Technology Specialist -- are the primary individuals who provide this translation. As part of our planning, our team creates a year-long calendar of events, anticipating all parent documents in need of translation; the team ensures that the translation work is done according to schedule. Unscheduled documents are translated as needed.

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.

As stated above, all family events at our school have Spanish interpretation services available to members. Our Translation and Interpretation Team creates a year-long calendar of events, anticipating all family events in need of oral interpretation services; either our Parent Coordinator or our Technology Specialist provides these services. In the event that these two staff members are unavailable, Spanish-speaking teachers or parent volunteers assist with interpretation.

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>.

Mott Hall III is aware of A-663 and its mandates. We identified our primary translation and interpretation need as Spanish. The processes outlined in Questions 1 and 2 address the language and interpretation needs of our school.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Mott Hall III/MS 128	DBN: 09X128
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 24 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 0 # of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We provide tutoring to support our ELL students on Monday and Tuesday afternoons after school. Two teachers on each grade level, grades 6-8, meet with students to provide remedial support in ELA and Math. In ELA, students engage in book clubs, with a particular focus on building academic vocabulary, reading nonfiction, and engaging in discussions about challenging texts.

In Math, students review key concepts from their daily math curriculum and practice ways of applying those concepts in complex problems. Teachers use teacher-created worksheets, the learner-adaptive computer program Khan Academy, and the Common Core Clinics published by Triumph Learning as part of this program.

Part C: Professional Development

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

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

Begin description here:

Our professional development program is grounded in giving teachers strategies for supporting our ELLs' development of reading, writing, speaking, and listening skills. All teachers will receive training in these techniques in a series of professional development sessions related to the following strategies:

- "Closing Curricular Gaps for Close Reading"
- "Using a Differentiation Toolkit for Content Area Reading"
- "Analyzing Teaching and Learning Using Multiple Lenses in Literacy"
- "Looking at Student Work to Identify Gaps and Next Steps"

These sessions will occur during our weekly professional development sessions, held on Thursday afternoons from 2:40-3:10. The administration, with the support of our ESL teacher and lead teachers in ELA, will provide these workshops.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: We offer a number of activities for parents that support higher achievement for ELLs. We offer Curriculum Night at the beginning of the school year, where parents can meet their children's teachers and find out how to support their academic development. "Open Lab" workshops give parents guidance in using the computer, setting up email accounts, and navigating the Internet. Workshops on topics such as the High School Application process are given in both English and Spanish. In addition, we hold regular schoolwide celebrations for events like Hispanic Heritage Month, Black History Month, and Mother's Day. These celebrations build parental engagement and showcase our students' choral, dance, and oratorical performances.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____