



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X467

School Name:

MOTT HALL COMMUNITY SCHOOL

Principal:

NANCY J. DIAZ

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Mott Hall Community School School Number (DBN): 08X467
School Level: Middle School Grades Served: 6, 7, 8
School Address: 650 Hollywood Avenue Bronx, NY 10465
Phone Number: 718 829 3254 Fax: 718 829 3859
School Contact Person: Nancy J. Diaz Email Address: Ndiaz2@schools.nyc.gov
Principal: Nancy J. Diaz
UFT Chapter Leader: Tamara Birkbeck
Parents' Association President: Colleen Hill
School Leadership Team
Chairperson: Peter Del-Debbio
Student Representative(s): N/A

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue Bronx, N.Y. 10462
Superintendent's Email Address: KAmes@schools.nyc.gov
Phone Number: 718 828 6707 Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 608 Network Leader: Rudy Rupnarain

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy J. Diaz	*Principal or Designee	
Tamara Birkbeck	*UFT Chapter Leader or Designee	
Colleen Hill	*PA/PTA President or Designated Co-President	
Rosa Cipolla	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Peter Del-Debbio	Chairperson/ Parent	
Yasemin Tomko	Secretary/ Teacher	
Ame Albo-Bernardo	Member/ Teacher	
Cathy Panarese	Member/ Parent	
Lisa Mateo	Member/ Parent	
Bigalecio Coleman	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

Mott Hall Community School (MHCS) is a 6-8 middle school located in the Throgs Neck section of the Bronx. The current enrollment is 228 students with the following demographic breakdown: Hispanic 69.47%, Asian 1.77%, Black 10.18% and White 18.58%. 19.16% of our students receive special education services and 6.64% of our students are English Language Learners. The mission of Mott Hall Community School is to develop the academic and social skills of adolescents through an intellectual challenging curriculum in science, technology, and mathematics. We engage students in the work of real scientists, engineers, architects, mathematicians, and technology professionals to model the future careers in the global market.

We aim to equip students, academically and socially, with the tools they need to succeed in high school, college and their careers. Our school will develop leaders who are prepared to influence the forces that shape their communities, the nation, and the world. To accomplish this goal, our strengths are that we have invested in Common Core aligned curricula in the core subjects to prepare our students for the challenging demands of the new standards. We provide after school academic support for our students in need of intervention and also provide academic intervention during the school day through our blended learning program Achieve 3000. We offer Regents courses in Integrated Algebra and Living Environment and provide test preparation for the Specialized High School Examinations for our 8th Grade students.

To meet the Citywide Instructional Expectations, we offer advisory to all students to ensure that systems and structures are in place so that each student is known well by at least one staff member. Our 2014-2015 Instructional Focus is: Students will acquire and use academic vocabulary across all content areas to deepen their understanding of texts, increase fluency and build stamina. To support our Instructional Focus, we have partnered with the American Reading Company to offer the 100 Book Challenge. We are also incorporating iReady, Achieve 3000 and providing after school AIS for all students in need of further supports. We have partnered with Community Based Organization Xposure to expose children and adolescents in to the worlds of Science, Technology, Finance, Work Ethic, Nutrition, Community Service and stronger Parent/Child Partnerships. We have also partnered with Beacon after school to provide homework help, sports and activities designed to promote academic and social well-being.

Our challenge is that we are developing systems and structures to ensure that curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for all students. We are also developing systems and structures to ensure that across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.

A DTSDE Tenet in which we demonstrated growth during the previous year was 2.3. The school budget, coupled with staff input, resulted in the strategic use of resources that were well aligned to the School Comprehensive Education Plan (SCEP) and school-wide instructional goals. Teachers attended Network institutes, turn-keyed strategies, and collaborated with external coaches who provided pedagogical support to individual teachers and teacher teams. Additionally, ELA and math consultants worked with targeted teachers to support their planning and instruction, with an emphasis on integrating literacy into the content areas, as well as an emphasis on CMP3 implementation in math. A strategic decision that demonstrated growth in Tenet 2.3 was the hiring of a dean to support the social, emotional and behavioral needs of our students by implementing a PBIS initiative, which led to a decrease in negative student behavior.

Another DTSDE Tenet in which we demonstrated growth during the previous year was 4.2. Assessment results, including

student work products, were reviewed by grade level teams as evidenced during the ELA and math department meetings. Teacher teams used Looking at Student Work Protocols (LASW), to examine student work, and devise classroom strategies. Furthermore, teacher teams administered common assessments, used the results to measure students' progress toward specific goals and provided relevant written feedback to students to increase their achievement levels and to adjust and revise units of study and individual lessons.

The key areas of focus for the 2014-2015 School Year are:

- Expanding on the process of the refinement of CCLS aligned curricula across all grades and content areas in order to build coherence and emphasize rigorous skills to prepare all students for the next level. Tenet (3.3)
- Strengthen the alignment between teacher practice and the school's beliefs about learning, to ensure high levels of engagement and thinking, so that all learners reach their full potential. Tenet (4.3)
- Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. (Tenet 3.2)

Our 2014-2015 Instructional Focus is:

Students will acquire and use academic vocabulary across all content areas to deepen their understanding of texts, increase fluency and build stamina.

08X467 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	225	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	5	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.4%	% Attendance Rate	91.0%	
% Free Lunch	66.4%	% Reduced Lunch	13.4%	
% Limited English Proficient	8.4%	% Students with Disabilities	32.1%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	10.3%	
% Hispanic or Latino	68.3%	% Asian or Native Hawaiian/Pacific Islander	2.7%	
% White	18.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.27	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	8.05	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.1%	Mathematics Performance at levels 3 & 4	13.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.3%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	64.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	225	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	5	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	63.4%	% Attendance Rate		91.0%
% Free Lunch	66.4%	% Reduced Lunch		13.4%
% Limited English Proficient	8.4%	% Students with Disabilities		32.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		10.3%
% Hispanic or Latino	68.3%	% Asian or Native Hawaiian/Pacific Islander		2.7%
% White	18.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.27	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.1%	Mathematics Performance at levels 3 & 4		13.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		20.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		64.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	YES	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
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% Hispanic or Latino	68.3%	% Asian or Native Hawaiian/Pacific Islander			2.7%
% White	18.7%	% Multi-Racial			N/A
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Years Principal Assigned to School (2014-15)	0.27	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
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% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.05
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.1%	Mathematics Performance at levels 3 & 4			13.5%
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Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			64.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

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

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

Part 1b. Needs/Areas for Improvement:

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

In reflecting on our areas of need in Tenet 3, Mott Hall Community School (MHCS) will work to support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards and also ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum are instrumental in stimulating higher-order thinking and building deep conceptual understanding and knowledge for all students.

Our Strengths:

According to the Capacity Framework, a successful classroom requires a strong curriculum—aligned to the Common Core—that challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft. We are continuing to utilize CCLS aligned curricula Code-X and CMP3 and we are utilizing the NYC Scope and Sequence Curricula for science and for social studies. We have provided time in our schedule for Grade Level and Content Area Meetings where teachers share best practices, analyze curricula to make adjustments to raise student achievement and analyze student work. We will be partnering with external curriculum experts to foster teacher collaboration within and across grades and subjects to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

Our Needs:

Based on the 2014 Quality Review, MHCS needs to expand on the process of the refinement of CCLS aligned curricula

across all grades and content areas in order to build coherence and emphasize rigorous skills to prepare all students for the next level.

Priority Need:

Ensure that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study.

Action Plan:

MHCS will support teacher teams to make necessary adjustments to all curricula ensuring high levels of cognitive challenge for all students. We will partner with curriculum experts and coaches to create scaffolds and multiple entry points for all students, including students with disabilities and English language learners. Professional development will also be provided to all teachers on rigorous habits and higher-order skills across grades and subjects so that all learners, including ELLs and SWDs, can demonstrate higher-order thinking

Part 2 – Annual Goal

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

During the 2014-2015 School-Year, Professional Learning Communities will work together to produce unit plans that are CCLS-aligned, utilize DOK Level 3 and 4 activities and performance tasks, and engage students in higher order thinking and discussion that will result in 3% increase in students meeting proficiency levels on the ELA and Math state exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A. Utilize time Mondays and Tuesdays after-school and during the school day to allow for content area and grade level Professional Learning Communities to examine curriculum and to analyze student work. (SOP 3.4)	Teachers	Sept. 2014 – June 2015	Teachers, School Leaders
B. Partner with Network coaches and consultants to monitor and make necessary adjustments to all curricula ensuring high levels of cognitive challenge for all students, including ELLs and students with disabilities. (SOP 3.3)	Teachers	Dec. 2014 - June 2015	Teachers, School Leaders, Network Coaches, Consultants
C. Provide opportunities for teachers to inter-visit highly effective colleagues to engage in cross-grade conversations, be exposed to exemplar curriculum models and highly effective instruction. (SOP 3.2)	Teachers	Dec. 2014 - June 2015	Teachers, School Leaders, Peer Schools
D. Frequently throughout the year, administration and teacher leaders will analyze and aggregate scores from iReady, Achieve 3000,	Teachers	Sept. 2014 – June	Teachers, Administrators

MOSL and unit assessments by grade, subject and department in order to share findings and plan for next steps to support student outcomes. (SOP 3.3)		2015	
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Part 4 – Resources Needed

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

- A. Grade Level and Content Area Professional Learning Communities will be scheduled afterschool on Mondays and Tuesdays to promote data analysis, inquiry, curriculum reviews and curriculum adjustments
- B. Administrative support as well as partnerships with consultants and Network coaches
- C. Per diem and per session resources will be used for teacher coverages for peer school visits
- D. Teacher leader meetings will be held during the school day to analyze student data. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study. Cabinet meeting times will be scheduled every Monday to evaluate calendar of collaborative practices.

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

A. Weekly, Professional Learning Communities (PLC) will incorporate protocols to analyze student work, refine curriculum and consistently collaborate within and across grades and subjects to deliver and rigorous Common Core-aligned units of study as evidenced by meeting agendas, curricula artifacts and classroom observations.

Timeframe: Weekly meetings, February 2015 Progress Monitoring

B. Weekly, MHCS will partner with consultants and Network Coaches to monitor and make necessary adjustments to all curricula ensuring high levels of cognitive challenge for all students, including ELLs and students with disabilities as evidenced by classroom observations, meeting agendas and curricula artifacts.

Timeframe: Periodic meetings, February 2015 Progress Monitoring

C. By June 2015, PLCs will conduct an inter-visitation of a peer school and turnkey best practices to entire staff during Monday afternoon professional development.

Timeframe: A minimum of 2 Peer School Visits, by June 2015, February 2015 Progress Monitoring

D. Monthly, administrators and teacher leaders will meet to analyze and aggregate scores from iReady, Achieve 3000, MOSL and unit assessments by grade, subject and department in order to share findings and plan for next steps to support student outcomes.

Timeframe: Monthly, September 2014 – June 2015, February 2015 Progress Monitoring

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

In reflecting on Tenet 5, Mott Hall Community School has created structures to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.

Our Strengths:

For the 2014-2015 School year, we incorporated an Advisory period in the schedule for all students to ensure that each child is known well by at least one adult. We have partnered with high quality SBOs, Xposure, CHAMPS and Beacon to provide after-school enrichment and homework help to all participating students. We have incorporated electives into the schedule to allow students to choose between music, art and technology. We have a PBIS point system to recognize positive behavior and a School Implementation Team (SIT) that meets weekly to plan interventions for at risk students. MHCS has an active Student Government that participates in the decision making process with School Leaders.

Our Needs:

The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs.

Part 2 – Annual Goal

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

By June 2015, staff and students will participate in comprehensive programs to promote student enrichment, academic support, personal behaviors for success and individualized student goals resulting in a 10% reduction of Principals and Superintendent suspensions as evidenced through OORS reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A. School leaders will update school-wide discipline policy and will collect and analyze administrative data to identify patterns and trends to plan targeted intervention.	Students, School Leaders, Teachers, Parents	Sept 2014- June 2015	School Administration, Dean, Guidance Counselor, School Implementation Team
B. Provide weekly Advisory period for all students to ensure that every student is 'connected' to at least one adult. Students will learn key academic and social, emotional and civic skills and dispositions that will support school – and life – success.	Students, School Leaders, Teachers, Parents	Sept 2014- June 2015	School Administration, Dean, Guidance Counselor, School Implementation Team, Teachers
C. Maintain school-wide PBIS to increase the capacity of MHCS to educate all students utilizing research-based school-wide, classroom, and individualized interventions.	Students, School Leaders, Teachers, Parents	Sept 2014- June 2015	School Administration, Dean, Student Government, Guidance Counselor, School Implementation Team, Teachers, Parent Coordinator
D. Work with teacher and partner with community organizations to provide after-school activities, academic support, enrichment and staff professional development to support student social and emotional developmental health needs and academic success.	Students, School Leaders, Teachers, Parents	Sept 2014- June 2015	School Administration, Dean, Guidance Counselor, School Implementation Team, Teachers, Parent Coordinator, Community Based Organizations

Part 4 – Resources Needed

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

A. OORS meetings once a week with Dean and Assistant Principal, Response to Intervention Team meetings, weekly cabinet meetings with Assistant Principals, RTI/ PBIS Workshops

B. Advisory periods, Middle School Advisory text

C. OORS meetings once a week with Deans and Assistant Principals, Response to Intervention Team meetings, weekly cabinet meetings with Assistant Principals, RTI/ PBIS Workshops, R.O.A.R Store materials, tangible incentives for students

D. Partnerships with Xposure, Beacon and CHAMPS. After-school Academic Intervention Support

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

A. School Leaders and Dean will meet on a monthly basis, December 2014 – June 2015, to analyze OORS data to identify patterns and trends and evaluate the effectiveness of all interventions.

B. School Leaders, Dean and Guidance Counselor will meet on a weekly through June 2015, to analyze anecdotal data to identify patterns and trends and evaluate effectiveness advisory curriculum.

C. Parent Coordinator, Student Government, and Dean will meet on a monthly basis, September 2014 – June 2015, to analyze anecdotal data to identify patterns and trends and evaluate effectiveness of PBIS Initiatives.

D. School Leaders and CBO Directors will meet on a monthly basis, September 2014 – June 2015, to analyze attendance data, program attendance and evaluate effectiveness of CBO Initiatives.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to the 2013-2014 Quality Review, "Access to the curricula for all students, and a push to cognitively engage them through rigorous activities and extensions to their learning," is not ensured. Consequently, "Not all learners are meeting the demands to close the achievement gap, as evidenced in some assessment data and student work products."

Our Strengths:

We have provided time in our schedule for Grade Level and Content Area Meetings, we provide professional development on best practices to improve instruction and provide opportunities for teachers to attend external professional development opportunities. We utilize data to inform instruction and we utilize Network and expert coaching support to develop our teachers. We are incorporating the 100 Book Challenge to encourage students to read for 30 minutes in school and 30 minutes at home. Furthermore, quantity practice targets are set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students.

Areas of Need:

MHCS will work to support teachers to stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.

Priority Need

Provide professional development and inter-visitation opportunities to support teacher pedagogy to support the CCLS Shifts across all content and grade levels.

Part 2 – Annual Goal

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

By June 2015, all teachers will engage in the collaborative inquiry process in Professional Learning Communities to refine curriculum maps and rigorous Common Core-aligned units of study to ensure access for all student groups resulting in a 3% increase in students meeting proficiency levels on the ELA and Math state exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A. Weekly department Professional Learning Communities (PLCs) where teachers and school leaders analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. Discipline-specific teams collaboratively look at student work across grade levels in order to gain a longitudinal perspective on the strengths and weaknesses of the school’s curriculum and pedagogy, and teachers are able to share successful practices and activities with their departmental colleagues. (SOP 4.2)</p>	<p>Teachers</p>	<p>December 2014 – June 2015</p>	<p>Teachers, School Leaders</p>
<p>B. Understanding by Design template and principles will be the framework for unit planning in all core subject areas, and each unit will be aligned to Common Core Learning Standards in literacy and mathematics. Webb’s Depth of Knowledge will be the framework for designing questioning and discussion techniques, as well as infusing and tracking higher-order thinking skills in the curriculum. Universal Design for Learning will be the framework for differentiating instruction and providing access to all learners, including the development of multiple entry points for ELLs and students with disabilities. Incorporate 100 Book Challenge for all students. (SOP 4.3)</p>	<p>Teachers, Students</p>	<p>December 2014 – June 2015</p>	<p>Teachers, School Leaders, Network Coaches, Consultants</p>
<p>C. Professional development in unit and lesson planning will be facilitated with all teachers, including: lesson plan clinics with network achievement coach, PD cycles in the implementation of the Core Curriculum in ELA and math facilitated by publishers and central DOE curriculum staff, PD cycles in refining curriculum maps, unit and lesson plans to align with the Common Core Instructional Shifts facilitated by literacy and math consultants, and additional PD</p>	<p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Teachers, School Leaders, Network Coaches, Consultants</p>

facilitated by school leaders. (SOP 4.2)			
D. School leaders will gather, assemble, and disseminate school-wide data for administrative and pedagogical review to inform instruction. (SOP 4.5)	Teachers	September 2014 – June 2015	Teachers, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
A. Monday professional development sessions and Content Area Meetings, Tuesday Grade Level Meetings, LASW Protocols, curriculum maps, ARIS
B. Understanding by Design Framework, Webb’s Depth of Knowledge Framework, DOK Level Charts, 100 Book Challenge leveled library, American Reading Company Coaches, Network Coaches.
C. Monday professional development sessions and Content Area Meetings, Tuesday Grade Level Meetings, LASW Protocols, curriculum maps, ARIS, external coaches and curriculum experts, Differentiated professional development, Texts: <i>Focus, Teach Like a Champion, Results Now, Danielson Framework for Teaching</i>
D. Weekly Cabinet Meetings, Achieve 3000 Data, ARIS, ATS, iReady, student work samples

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 6. Specify a timeframe for mid-point progress monitoring activities.
A. On a weekly basis, through June 2015, school leaders will sit in on teacher team meetings to evaluate effectiveness of grade content meetings.
B. On a monthly basis, November 2014 – June 2015, school leaders will evaluate the implementation of the 100 Book Challenge, evaluate best teaching practices for all students including using UDL strategies for ELLs and SWDs. Curriculum and lesson plans will be evaluated through frequent observations and classroom walkthroughs based on the Danielson Framework.
C. On a weekly basis, September 2014 – June 2015, school leaders will evaluate best teaching practices for all students including using UDL strategies for ELLs and SWDs. Curriculum and lesson plans will be evaluated through frequent observations and classroom walkthroughs based on the Danielson Framework.
D. On a quarterly basis, September 2014 – June 2015, school leaders will evaluate the impact of student data on classroom instruction.
Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to the 2013 – 2014 Quality Review it was recommended that MHCS, “Strengthens the alignment between teacher practice and the school’s beliefs about learning, to ensure high levels of engagement and thinking, so that all learners reach their full potential.”

Our Strengths:

School Administration looked at observation data from the previous year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth.

Our Areas of Need:

Focus on open-ended questions that invite discussions among students is not yet the norm. For example, during our last Quality Review, classroom teachers ask questions directed to individual students, yet follow-up questions about how they arrived at an answer were not always prompted.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s)

indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will provide coherent CCLS aligned instruction through the infusion of UDL, checks for understanding and high order thinking strategies resulting in a 3% increase in students reaching proficiency on the NYS Math and ELA Exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A. Formal and informal observation cycles aligned to the Advance teacher evaluation system provide feedback and next steps to teachers to facilitate differentiation in the classroom. Observations will occur monthly from September until April. Feedback from prior observations will be cycled into the next observation to ensure that all feedback is actionable. (SOP 2.5)</p>	<p>Teachers, Students</p>	<p>September 2014 – June 2015</p>	<p>School Leaders, PD Committee</p>
<p>B. Professional development surrounding the domains of the Danielson framework will be provided to all staff, facilitated by school leaders, instructional leads in literacy and math, administrative interns, network achievement coaches, and outside consultants. (SOP 2.5)</p>	<p>Teachers, Students</p>	<p>September 2014 – June 2015</p>	<p>School Leaders, PD Committee</p>
<p>C. Weekly department meetings where teachers and school leaders analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. (SOP 2.3; 2.4)</p>	<p>Teachers, Students</p>	<p>September 2014 – June 2015</p>	<p>School Leaders, PD Committee</p>
<p>D. Students requiring additional targeted instruction beyond the regular school day will be referred to extended day tutoring on Wednesdays and Thursdays for 50 - minute blocks of small-group targeted instruction. Data sources are consulted and utilized to refine student groupings based on analysis of the most current data. Purchase of Achieve 3000, iReady, 100 Book Challenge and technology equipment to help support student academic and social needs.</p>	<p>Teachers, Students</p>	<p>September 2014 – June 2015</p>	<p>School Leaders, PD Committee, Teachers, Dean</p>

Part 4 – Resources Needed

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

A. Initial Planning Conferences with Teachers, Teacher observation schedule, meeting times for teacher feedback, Danielson Framework for Teaching

B. Teacher observation schedule, meeting times for teacher feedback, Danielson Framework for Teaching, PD

Committee Meetings, consultants, external professional development opportunities

C. Teacher meeting times on Mondays and Tuesdays, PD Committee Meetings, Data analysis meetings

D. Achieve 3000, iReady, 100 Book Challenge and technology equipment. AIS after-schools on Wednesdays and Thursdays

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

A. On a monthly basis, September 2014 – June 2015, school leaders will monitor observation calendar and Advance Web Application to identify patterns and trends to plan for professional development.

B. On a monthly basis, September 2014 – June 2015, school leaders will review teacher feedback from PD offerings to monitor effectiveness and plan for next steps.

C. On a monthly basis, September 2014 – June 2015, school leaders will review student data to evaluate effectiveness of grade level content/department meetings in supporting student success.

D. On a monthly basis, September 2014 – June 2015, school leaders will review AIS student progress to evaluate effectiveness of interventions.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

In reflecting on how MHCS partners with families and community agencies to promote and provide professional development across all areas to support student success, we recognize a need to plan for opportunities to consistently share data, increase parent attendance and continue to gauge parent interest to plan workshop opportunities.

Our Strengths:

The entire school community utilizes EngradePro, ARIS, and Blackboard Connect: texting, email and voice messages, monthly information packages, monthly workshops, bi-weekly parent newsletter and weekly parent outreach.

We have instituted open office hours on Tuesdays for parents to meet with the Principal, no appointment necessary, to promote dialogue and support student success.

We have also instituted a monthly Coffee with the Principal to strengthen communication between parents and the Principal.

Our Area of Need:

Increase parent attendance at workshops, school sponsored events and parent usage of EngradePro to support student success.

Part 2 – Annual Goal

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

During the 2014-15 school year, the school will utilize Engradepro, Global Connect and bi-monthly parent newsletters to share data with students and parents, promote dialogue, and provide resources to support student learning and success so that there will be a 3% increase from the baseline assessment to the final Measure of Student Learning (MOSL) performance assessment in April 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A. The Title I Committee consists of parent volunteers that, in consultation with, and approval of, the School Leadership Team, are responsible for allocating Title I funds from the school budget earmarked for parent involvement and engagement. The committee will survey the community, gauging interest on a variety of workshop topics. Based on the results of the survey, the committee will work with the school to secure highly qualified consultants to facilitate workshops that closely match the topics indicated in the survey as highly desirable by the community. (SOP 6.4)</p>	<p>Parents/ Guardians</p>	<p>September 2014 – June 2015</p>	<p>Title I Committee, Parent Coordinator, School Leaders</p>
<p>B. MHCS administration, staff, and parents will collaborate on the development of a parent handbook. This handbook will be distributed to every parent. Additionally, a monthly calendar of Mott Hall events will be distributed to all families as well as maintained on the school website. Mott Hall Community School will increase the number of events parents are invited to, including awards ceremonies, talent shows, and workshops. Additionally, MHCS will improve communication efforts; in addition to backpacking flyers home, the school will make phone calls home, mail letters, follow up with Blackboard Connect calls and emails, and maintain the school website with current information and announcements. (SOP 6.3)</p>	<p>Parents/ Guardians</p>	<p>September 2014 – June 2015</p>	<p>Parent Coordinator, School Leaders, PA Executive Board</p>
<p>C. The parent coordinator will develop and lead parent workshops on topics parents find most useful, including Engradepro online grade book, ARIS, and the Common Core Learning Standards. Also, parent workshops in preparation for state assessments, navigating the school website, the high school selection process, and assisting students with organizational and study skills will be offered. The school will make a coordinated effort to reach out to parents inviting them to chaperone monthly field trips, and encouraging their involvement in dances and other events. (SOP 6.2; 6.4)</p>	<p>Parents/ Guardians</p>	<p>September 2014 – June 2015</p>	<p>Parent Coordinator, School Leaders, PA Executive Board</p>

N/A	N/A	N/A	N/A
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Part 4 – Resources Needed

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

- A. Parent Interest Surveys, consultants, workshops
- B. Parent Handbooks, Internet access, monthly parent and student activities
- C. Monthly parent and student activities

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

A. On a quarterly basis, September 2014 – June 2015, the Parent Coordinator will analyze the results of parent surveys.

B. On a monthly basis, September 2014 – June 2015, the Parent Coordinator will analyze monthly attendance of parent night activities.

C. On a monthly basis, September 2014-June 2015, analyze the parent participants in the school-wide incentive nights and field trips. Bi-monthly, review the usage activity data of school-wide computer based programs.

Part 6b. Complete in February 2015.

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

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State exam data, American Reading Company data, report card information, teacher referrals, ARIS data	i-Ready, Achieve 3000, AIS, Marzano’s Vocabulary Development Framework, Code-X	Small group, one-to-one, tutoring	During the school day, after school
Mathematics	Math state exam data, ARIS data, report card information, teacher referrals,	i-Ready, CMP3, teacher made materials.	Small group, one-to-one, tutoring	During the school day, after school
Science	State exam data, American Reading Company data, report card information, teacher referrals, ARIS data	i-Ready, Achieve 3000, AIS, Marzano’s Vocabulary Development Framework, NYC Science Scope and Sequence	Small group, one-to-one, tutoring	During the school day, after school
Social Studies	State exam data, American Reading Company data, report card information, teacher referrals, ARIS date	i-Ready, Achieve 3000, AIS, Marzano’s Vocabulary Development Framework, NYC Social Studies Scope and Sequence	Small group, one-to-one, tutoring	During the school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SBST referral, Teacher referral, Dean referral, parent request, AP referral, Principal referral, agency referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, PPC team, PPT (Attendance team), At risk counseling, RTI, PIP plans, functional behavioral counseling, academic counseling,	Small group, one-to-one,	Lunch time, regular school day, after-school.

		Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • A program schedule that builds common planning time, departmental conferences, and grade conferences • Use of ARIS Learn to promote online teacher professional development • Use of teacher texts such as <i>Focus</i> and <i>Teach Like a Champion</i> to promote specific classroom/teaching practices • Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions • Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis • Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits • Partner with the Teacher Effectiveness Coach with emphasis on the Danielson Teaching Framework • Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members • "Aim and Objective" collections to ensure high quality questioning and planning of classroom lessons • Webinars and tutorial resources based on ARIS Learn

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Work collaboratively with the PD Committee to plan Ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis. Attend Network workshops for Principals and Assistant Principals. Conduct Instructional Rounds hosted by the Network. Refer teachers to Central led and content specific professional development opportunities. Partner with Urban Advantage to provide Professional Development for Science Department.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Measures of Student Learning Committee was formed in September 2014, and met multiple times in accordance to the MOSL Committee guidelines supplied by the DOE. This committee provided the principal with informed input, including the input of staff members via informal survey by committee members, towards the ultimate decisions regarding the selection of appropriate multiple assessment measures.

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	N/A	N/A	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$40,227	X	11, 15, 18, 22
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A

Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$1,723,341	X	11, 15, 18, 22

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.

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

(Required for All Title I Schools)

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

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

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

Mott Hall Community School Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Mott Hall Community School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Mott Hall Community 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;
- MHCS administration, staff, and parents will collaborate on the development of a parent handbook. This handbook will be distributed to every parent.
- A monthly calendar of Mott Hall events will be distributed to all families as well as maintained on the school website.
- Mott Hall Community School will increase the number of events parents are invited to, including awards ceremonies, talent shows, and workshops.
- Mott Hall Community School will improve communication efforts; in addition to backpacking flyers home, the school will make phone calls home, mail letters, follow up with Blackboard Connect calls and emails, and maintain the school website with current information and announcements.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in

languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

Mott Hall Community School School-Parent Compact

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 08	Borough Bronx	School Number 467
School Name Mott Hall Community School		

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 Juana Rosario	Assistant Principal David Pretto
Coach type here	Coach type here
ESL Teacher Rose Maschio	Guidance Counselor Carmen DelValle/Tanya Plummer
Teacher/Subject Area Gloria Mendia-Spanish	Parent type here
Teacher/Subject Area type here	Parent Coordinator Darlene Leidy
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	260	Total number of ELLs	23	ELLs as share of total student population (%)	8.85%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							4	2	1					7
Push-In								12	4					16
Total	0	0	0	0	0	0	4	14	5	0	0	0	0	23

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	15	0	3	4	0	3	4	0	4	23

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
Total	15	0	3	4	0	3	4	0	4	23
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
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>17</u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>15</u>
	Other: <u>17</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	8	4					15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	3	1					5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other									2					2
TOTAL	0	0	0	0	0	0	4	12	7	0	0	0	0	23

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	5	2					9
Intermediate(I)								2						2
Advanced (A)							2	7	3					12
Total	0	0	0	0	0	0	4	14	5	0	0	0	0	23

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					0
6	2				2
7	10				10
8	3				3
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					6				6
8									0

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 diagnostic tests at the beginning of the year to recall prior knowledge for the current curriculum. Every 6-8 weeks there are interim assessments for cumulative curriculum year to date. The information from ARIS shows that some ELLs are scoring low in reading and math. ELLs are spread across levels 1, 2, and 3. This information guides our instructional plan for these students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In grade six we have 2 beginner and 3 intermediate ELLs. In grade seven we have 7 beginner, 2 intermediate and 3 advanced ELLs. In grade eight we have 2 beginner, 1 intermediate, and 2 advanced ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Almost all of our ELLs scored higher in the listening and speaking than reading and writing. This affects the instructional decisions. As a result, writing has become a large component of all content areas.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
We have 12 beginners, 6 intermediate, and 6 advanced ELLs. There are no beginners in grade seven while there are five in grade eight. Last year we did not use the ELL Periodic Assessments. On the NYS ELA and Math Exams, all ELLs students are performing at Level I. This year we are giving students diagnostic exams in ELA and Math aligned to the Common Core Learning Standards that we will analyze to see how they are progressing through out the year. There will be other ongoing assessments carried out by the ESL teacher. Mostly data analysis of ELLs progress, is monitored by Administration and teachers. Beginner ELLs are provided tablets for translation into the native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child’s second language development is considered in instructional decisions?
The ESL teacher collaborates with each content-area teacher, recommending instructional strategies, targets, and critical background information on the students, including their ELL status.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program for ELLs is evaluated by the progress they make. The NYSESLAT scores are reviewed and compared from year to year. Students receive progress reports and are observed on how they complete assignments as well as test scores.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At registration, parents receive and complete the home language survey assisted by Ms. Maschio, ESL teacher who speaks Spanish. There is an informal interview with the ESL teacher to verify the home language. The ESL teacher administers the LAB-R if necessary within ten days of registration. Students are then evaluated and placed according to their proficiency levels and grouped for instruction. The Spanish Lab is given to students after results of the LAB-R is received.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of newly admitted ELLs are invited to a parent orientation. Letters are sent home in their native language. At the

orientation, within ten days of registration, which is conducted by the ESL teacher, parents view the video in their language which explains the different programs offered. They are encouraged to ask questions and complete the Parent Survey and Program Selection. Parents chooses the program. We then place student in the program chosen by parent.

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

Entitlement letters are distributed to students in their native language. If parents do not attend the first orientation, they are invited to a second one in order to complete the Program Selection. The ESL teacher coordinates this. All Letters are kept by Ms. Maschio. HLIS information are entered on ATS and forms are stored in the childs cummulative record.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
It is explained at the orientation that if we have 15 or more students who choose the Bilingual Program, a Bilingual class will be formed. They will also be notified that they have the option to transfer to another school with a Bilingual Program if we don't have enough students. Placement letters are given to parents. ESL teacher updates all information on ATS within 20 days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
As soon as the testing window for the NYSESLAT begins, the ESL teacher will begin to test students. This year we will hire an F-Status ESL teacher to make sure that all students are tested and scored.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
99% of the time our parents have chosen ESL. This year, of the four families all have chosen ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Textbooks and workbooks are provided in native language in subjects were available. Teachers collaboration with ESL teacher and bilingual para professionals to translate other assessment materials.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Type response here
6. How do you differentiate instruction for ELL subgroups?
- a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- b. The Newcomers take part in an intensive Pull-Out Program as well as a Push-In Program of ESL instruction.
- c-d. ELLs that have been receiving services 4 to 6 years as well as Long-Term ELLs receive academic interventions as

needed in our extended day academic program. They are also in heterogenous classes receiving differentiated instruction is practiced.

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

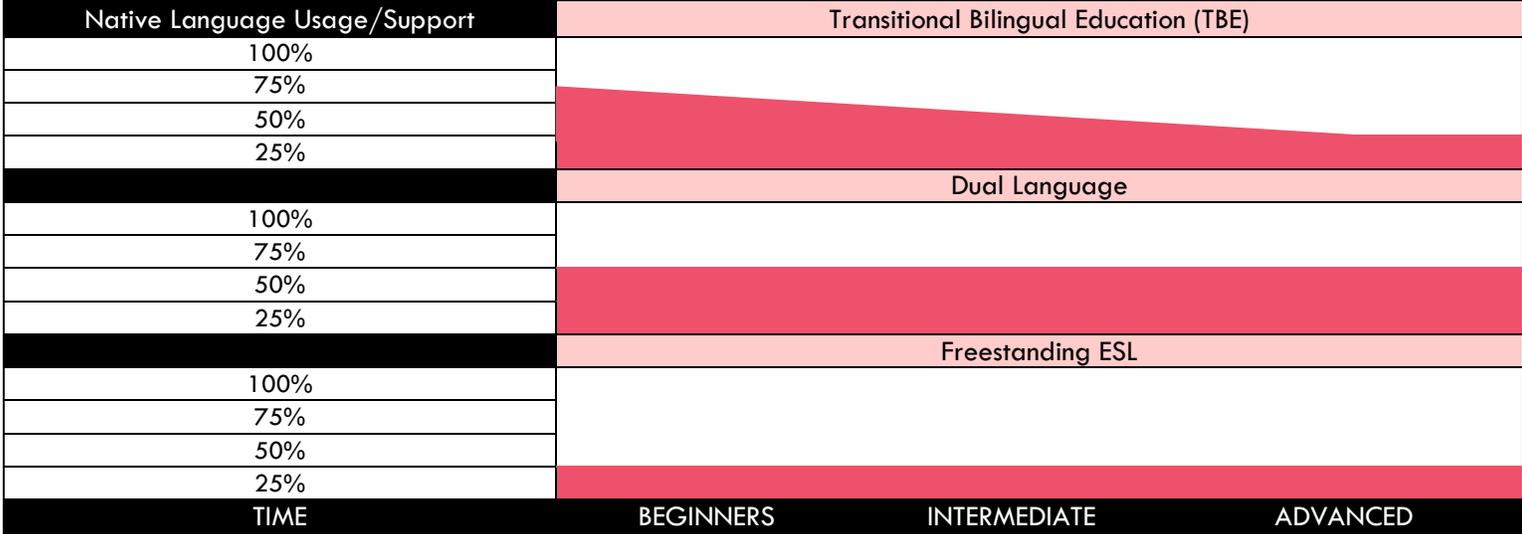
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In the content areas, especially with the ELLs that are beginners, teachers use textbooks in the native language. Dictionaries and glossaries are used for all ELL subgroups. When tradebooks are not available, teachers use internet resources. Some ELLs are also receiving Academic Intervention Services in English for reading and math. All beginner ELLs utilize tablets for translation purposes throughout the school day. For targeted intervention in ELA, Social Studies and Science students log in to Achieve 3000 where they read leveled text to help them meet standards. Study Island is used in mathematics. Students are also invited to Monday and Wednesday intensive tutoring session with Ms. Maschio.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have secured a full-time ESL teacher for the first time since the inception of the school. We are eagerly monitoring the effects of this personnel change. All teachers when looking at student data, look at the subgroups ELLs and F-ELLs. Teacher targets instruction to make sure students succeed. We look at student data once a month formally as a school.
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering more Push-In programs for the upcoming year.
12. What programs/services for ELLs will be discontinued and why?
- We will discontinue some of the Pull-Out programs to prevent students from falling behind in the content areas.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They participate in all core subject and arts courses. They also have access to afterschool extracurricular and intervention programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs receive native language support and the use of laptops and/or tablets daily.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the ESL program, students receive native language support through the use of dictionaries and glossaries. Newcomers are also assigned a buddy that speaks the same language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELLs are placed in age appropriate grades and the resources used are age appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- To assist newly enrolled ELLs there is an orientation in August. They are invited with the parents to visit the school.
18. What language electives are offered to ELLs?
- Spanish is offered to all students in grades 7 and 8, including ELLs.
19. For schools with dual language programs:
- 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. Teachers are encouraged to attend conferences on ELLs. Content area teachers also meet with the ESL teacher to discuss strategies. All teachers of ELLs attend Core Curriculum PD once a month.
 2. All teachers of ELLs attend both Codex and CMP3 (core curriculum) training which will support the Common Core Learning Standard. The ESL teacher supports in identifying PD opportunities for all staff.
 3. The ESL teacher supports staff in making the transition from elementary to middle school. The guidance counselor provides ELLs and their families with guidance in high school options, requirements, and selection.
 4. 10 hours of training is scheduled throughout the year for all staff on ELL training. The agendas and sign in sheets are kept with all other PDs information in the Principal's Office.

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Mott Hall Community School

School DBN: 08X467

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x467 School Name: Mott Hall Community School

Cluster: 6 Network: 608

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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