



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	23K522
School Name:	MOTT HALL IV
Principal:	KENYA STOWE

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Mott Hall IV Middle School School Number (DBN): 23K522
Grades Served: 6-8
School Address: 1137 Herkimer Street, Brooklyn, NY 11233
Phone Number: 718-485-5240 Fax: 718-485-5948
School Contact Person: Kenya Stowe-Smith Email Address: kstowe@schools.nyc.gov
Principal: Kenya Stowe-Smith
UFT Chapter Leader: Leaton Charles
Parents' Association President: Ms. Tania Roberts
SLT Chairperson: Ms. Alice Alexander- Felts
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Shantay St. John-Roseley
Student Representative(s): Ms. Anaya Roseley

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Kenya Stowe-Smith	*Principal or Designee	
Leaton Charles	*UFT Chapter Leader or Designee	
Tania Roberts	*PA/PTA President or Designated Co-President	
Marc Franklin	DC 37 Representative (staff), if applicable	
Shantay St. John-Roseley	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Anaya Roseley	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Diana Pitkin	CBO Representative, if applicable	
Ms. Debrecca Narcisse	Member/ Teacher	
Karen Herrera	Member/ Parent	
Ms. Nicole Mark	Member/ Parent	
Ms. Juanita Hallett-Pinckney	Member/ Parent	
Ms. Sherlyne Gilles	Member/ Teacher	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mott Hall IV is a middle school that services students in grades 6-8. Our students represent a variety of special populations that includes Students with Disabilities and English Language Learners. We are co-located on campus K271 with 2 other schools.

The Mott Hall IV School is committed to preparing our scholars to lead their lives with purpose, content and good will. It is our mission to develop and nurture academic and social leaders by providing a safe environment that promotes mutual respect among all members of our school community. Through our diverse and rigorous interdisciplinary curriculum that focuses on Science, Technology, Engineering, Arts and Mathematics (STEAM), our scholars will enter high school fully prepared to compete globally and continue their work towards college and career readiness.

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

Our partnerships with various community based organizations allows us to provide our scholars with engaging learning experiences, a variety of extra curricular activities and supports our initiative to educate the whole child. These partnerships include:

- UnCommon Schools
- Sports and Arts Foundation
- Beacon
- iZone
- Verizon Foundation
- Musical Theatre International Broadway Jr.
- Billion Oysters Program
- Seaperch
- Bike to School
- Urban Barcode
- Grow to Learn
- Mighty Milers

- Summer Quest

Accomplishments

Our continued focus of improving teaching and learning has been very successful and has resulted in making great strides in closing the achievement gap. According to the 2013-2014 Middle School Quality Snapshot, our students are exceeding the established targets for all students making progress in ELA and exceeding the established targets for students in our lowest third and Students with Special Needs in ELA and Math.

Additionally, our school has been successful in managing capital resources and obtaining grants to support the educational experiences that our students receive. We have obtained over \$150,000 in grants to incorporate theatre arts into our curriculum and enhance our STEM program. We have also received grants like Learn to Grow and Bike to School that supports our initiative to educate the whole child. These grants and our unique partnerships are vital in creating learning experiences that equip our scholars with the knowledge, skills and social-emotional support that they will need to be successful throughout their time here, high school, college and beyond.

Challenges

Though we have made great strides in closing the achievement gap and our students are progressing academically, we still face the challenge of improving the level of proficiency for all of students on the NYS ELA and Math. Additionally, our attendance rate hovered around 89% and we must continue to work on improving that percentage.

Elements of the Framework for Great Schools

Our comprehensive analysis reveals that we have made great strides across various elements of the Framework for Great Schools. Specifically, in the element of Rigorous Instruction and Collaborative Teachers. Careful attention was given to revising our literacy program aimed at increasing student reading levels through targeted instruction and to allowing additional time for our students to engage in extended independent reading. A monthly literacy reading focus strategy was created and implemented across disciplines and students were assessed on mastery toward each strategy. A professional development plan was created that provided all teachers with professional development around the monthly strategy and how to effectively teach students on how to utilize and apply the skill. Additional time was built into our master schedule for teachers to meet in grade level and content area teams to engage in collaborative conversations about best practices and data analysis. We've also made strides in Effective School Leadership. The strides that we have made in these elements are evidenced in our ability to close the achievement gap and in our 2014-2015 Quality Review and Principal Performance Observation ratings.

Though we have made strides in the above noted elements, we continue to identify and work on improving areas of focus. Two elements that we continue to strive to improve are Strong Family-Community Ties and Supportive Environment. Although we had great success with our SLT Team this year, we struggled to maintain a functioning Parent Teacher Association and attendance at our parent events fell short of our intended targets. Additionally, our student attendance also fell short of our intended target. We are confident that with an improved focus on these two elements, we will meet our targets for the upcoming year.

We have analyzed the teacher/student performance data and evaluated the actions, strategies and activities that addressed last year's goal and either refined the systems that were effective and/or added new systems. Refining of the systems/structures included but are not limited to:

- enhancing our literacy focus
- implementing a new math curriculum

- implementing a professional development and parent communication cycle
- creating rigorous units of study
- integrating technology into our curriculum
- focus on data driven instruction
- enhancing the support that we provide to all stakeholders

In addition to the noted initiatives, we are confident that our partnership with UnCommon Schools during the 2015-2016 will aid in transforming teaching and learning within our school community.

23K522 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	184	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	11	# Drama
# Foreign Language	N/A	# Dance	10	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.2%	% Attendance Rate		90.7%
% Free Lunch	88.7%	% Reduced Lunch		4.4%
% Limited English Proficient	2.9%	% Students with Disabilities		15.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		88.2%
% Hispanic or Latino	9.8%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.46	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		16.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.36
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.4%	Mathematics Performance at levels 3 & 4		8.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		46.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		87.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths:</p> <p>According to our comprehensive needs assessment and feedback from our 2014-2015 Quality Review Report:</p> <ul style="list-style-type: none"> School leaders and faculty ensure that curricula are aligned to the CCLS and emphasize the instructional shifts. Curricula and academic tasks are planned and refined using student work to promote coherence and accessibility for all students. As a result, the use of Common Core-aligned curricula and units of study developed from content-area standards ensures implementation of the instructional shifts. On-going analysis of student work promotes coherence and accessibility. <p>Weaknesses:</p> <p>According to our comprehensive needs assessment and self-analysis:</p> <ul style="list-style-type: none"> We must refine our units of study to ensure an interdisciplinary curricula that targets the arts, technology and other enrichment opportunities. Improving the quality of our curriculum and units of study will serve to increase the current 		

performance levels of our students on the NYS ELA and Math exams. Currently only 12% of our students are proficient in ELA and only 4% of our students are proficient in math.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our units of study in ELA, math, science and social studies will be modified to ensure that they are rigorous, interdisciplinary, and integrate art, technology and enrichment opportunities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <p>- Professional development will be provided to all teachers creating units of study on using the Rigorous Curriculum Design (RCD) Framework to create units of study that are rigorous, interdisciplinary, and integrate art, technology</p>	<p>All staff members and all students</p>	<p>June 2015 – June 2016</p> <p>September 2015-June 2016</p>	<p>- Professional development will be provided to teachers by school leaders, and lead teachers.</p> <p>- Instructional Team (teachers and school leaders) will meet twice a month to analyze units of study.</p> <p>- School leaders will purchase supplemental material to support</p>

<p>and enrichment activities. Through our professional development we will continue to maintain a normed understanding of rigor as defined by the standards and learn strategies to improve lesson and unit planning that are interdisciplinary, integrate the arts, technology and enrichment activities. Administrators and lead teachers will provide professional development.</p> <ul style="list-style-type: none"> - Schedules will be modified to allow teachers to meet weekly in interdisciplinary teams to modify their units of study and discuss best practices. - Instructional Team (teachers and school leaders) will meet twice a month to discuss the quality of the units of study, assist in modifying the units of study, create common assessments and rubrics, ensure vertical and horizontal alignments across the grades and to identify instructional resources/materials designed to strengthen the curriculum and enrich learning experiences (the Instructional Team will be paid per session for meetings that occur after normal school hours) - Supplemental instructional material that support the integration of arts, technology and enrichment activities such as Myon, I-Ready and Achieve 3000 will be purchased to support successful implementation of the units and lessons. - Teacher teams will meet weekly during common 	<p>Administrators and teachers</p>		<p>successful implementation of unit and lesson plans.</p> <ul style="list-style-type: none"> - Teacher teams will meet weekly during common planning times to modify units of study and lesson plans. - Administrators and instructional leads will analyze and select curriculum that include instructional supports to meet the needs of subgroups - Administrators and instructional leads will facilitate professional development sessions - Teacher teams will meet weekly during common planning times to modify units of study and lesson plans
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planning times to modify the units of study and plan lessons to ensure all noted elements are present and to share best practices. Teacher teams will meet at least 3 times a week.

- Administrators will engage in frequent cycles of observation and provide feedback to ensure that instruction is aligned with the units of study and that the new curriculum resources are being utilized effectively.
- Teachers and administrators will engage in monthly cycles of gap analysis, analyzing student work products to determine if the improved curriculum and units of study are positively impacting student performance

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):

- Resources that support meeting the needs of students with disabilities, English Language Learners and other high-need student subgroups will be incorporated into unit and lesson plans, as well as daily instructional practices.

- All teachers will be provided with the Individual Educational Plans of students that they service. These teachers will also participate in monthly professional development

English Language Learners, students with disabilities and Level 1 students

<p>sessions and grade meetings to increase their knowledge of resources and strategies that are available to meet the needs of these subgroups.</p> <p>- Students will be flexibly grouped based on data to receive instruction that meets their individualized needs</p>			
<p>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home:</p> <p>- During Parent Association meetings, we will provide parents with CCLS workshops to explain how they are intertwined within the curriculum and explain how they can support us at home.</p> <p>- Teachers will provide content specific workshops on the curriculum and how parents can best support students at home by providing resources</p> <p>- The Parental Communication Cycle developed to enhance collaboration between home and school will be implemented. The cycle includes phone calls, family workshops, conferences and other activities throughout the year</p> <p>- Parent curriculum letters will be sent home monthly across all grades and subjects</p>	<p>All parents and staff members</p>	<p>September 2015-June 2016</p>	<p>- School leaders, teachers and the parent coordinator will plan and actively engage parents in the Parental Communication Cycle.</p>

- Progress reports will be sent home every 6 weeks			
- Family curriculum night will be held twice a year			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
- Title I Priority/Focus and School-wide Project funds will also be used to pay for 6 teachers and 1 administrator on the instructional team for 2 hours for 20 weeks to analyze and modify the units of study to ensure that units are rigorous, interdisciplinary, and integrate art, technology and enrichment activities and to pay the instructional team per session when the professional development takes place after school hours.											
- Title I Priority/Focus and School-wide Project funds will be utilized to purchase supplemental instructional materials such as Achieve 3000, MyOn and I-Ready to support successful implementation of the new units.											
- School schedule will strategically allow time for teachers to meet at least 3 times a week for common planning.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
- By February 2016, all subject areas should have 6 units of studies that have been modified to meet the identified criteria											
- Analysis of the revised units of study will be done monthly for quality assurance											
- Classroom observations, feedback meetings and associated Advance ratings will be done frequently throughout each month											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths: According to our comprehensive needs assessment and feedback from our 2014-2015 Quality Review Report: - School leaders consistently communicate high expectations to the entire staff and provide training and accountability systems linked to the attainment of the expectations. Families receive ongoing feedback from teachers to further their understanding of student progress towards expectations set for them. As a result, professional development supports teachers in meeting school leaders’ high expectations and parents are supported in understanding student progress through various modes of communication.</p> <p>Weaknesses: According to our comprehensive needs assessment and feedback from our Framework for Great Schools Report, there are concerns with classroom behaviors and positive peer interactions. These concerns impacted our overall score under the Supportive Environment element of the framework. According to the Learning Environment Survey, only 69% percent of our scholars agreed with the statement “most stuents behave properly when the teacher is not looking.” We must work to strengthen the structures that provide social-emotional support to our students to reduce the number of negative peer interactions and compliance to school rules..</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will continue to implement and refine school-wide systems that create a safe and supportive environment and decrease the number of Level 3, 4 and 5 occurrences by a minimum of 20% in OORS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p>	<p>All Students and Staff Members</p>	<p>September 2015 – June 2016</p>	<p>- All staff members will receive training in Positive Behavior Interventions and Support, building school culture, promoting positive behaviors, managing</p>

<ul style="list-style-type: none"> - We will continue to work on improving safety at our school. Ongoing professional development in Positive Behavior Interventions and Support will be provided for the dean, guidance counselor and teachers on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning provided by administrators and lead teachers. - Teachers will incorporate the school's "core values" and premise of our new school song into their classroom culture - The behavior team will meet weekly to analyze student incident data, identify trends and devise a plan of action to address chronic behavior problems. - The Excel Bucks program will be implemented to inspire and reward positive behaviors. - We will offer Extra Curricula after school clubs facilitated by school staff to serve as additional advisory for students and an opportunity to strengthen staff/student relationships. - Administrators and the dean will conduct monthly "culture walks" to ensure implementation of school-wide systems and structures and provide feedback for improvement. 			<p>student behaviors and establishing a culture for learning. Training will be provided by school leaders and lead teachers.</p> <ul style="list-style-type: none"> - All staff members will promote and reward positive behaviors through our Great Bucks program. School leaders will plan monthly Great Bucks events to celebrate improvement in the behaviors. - The Extra Curricula after school clubs will be supported by a school leader and 5 teachers.
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups</p>	<p>Students with disabilities, English Language Learners and other high-need student subgroups</p>	<p>September 2015 – June 2016</p>	<p>- The MHIV GEEKS(Guys/Girls Empowered by Education, Knowledge and Support) will</p>

<p>(e.g., overage/under-credited, SIFE, STH):</p> <ul style="list-style-type: none"> - Our MHIV GEEKS (Guys/Girls Empowered by Excellence, Knowledge and Support) supports and inspires our most challenging students (including students with disabilities, ELLs, and other high-need subgroups) in achieving personal and academic greatness. - Our Excel Bucks program enables all students to earn points by exhibiting positive behavior or making a contribution to the school community. 			<p>be facilitated by the dean and the guidance counselor.</p>
<p>Engaging families and expanding their understanding of a supportive environment in order to support their children at home:</p> <ul style="list-style-type: none"> - All parents participate in the Excel Bucks program. Parents can receive Excel Bucks and are recognized for their outstanding contributions to the school community as well for partnering with us on their child’s educational journey during monthly assembly programs. - Principal conducts monthly Coffee with the Principal meetings with parents. 	<p>All parents, principal and the parent coordinator</p>	<p>September 2015 – June 2016</p>	<p>- The parent coordinator, PTA and assistant principal will collaborate on parent Excel Buck incentives and recognition programs.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Title I Priority/Focus funds will be used to pay consultants that provide professional development workshops on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning.
2. Title I Priority/Focus funds will be used to pay for student admissions for 4 educational reward trips throughout the year.
3. Title I Priority/Focus funds will be used to pay 5 teachers and 1 administrator per session for the Extra Curricula After School program that will from October 2015-June 2016 on Fridays from 2:30-4:30 for 30 sessions.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Improvement in school safety will be measured by a decrease in the number of Level 3-5 incidents recorded in Online Occurrence Reporting System(OORS). By February 2016, we should see a 10% or greater decrease to be on target for meeting our goal.
2. Effectiveness of the Excel Bucks program will be measured by student feedback and student responses on the Learning Environment Survey and Mock Learning Environment Survey.
3. Effectiveness of the after school clubs will be measured by student feedback, a decrease in the number of Level 3-5 incidents recorded in the On-line Occurrence Reporting System and results of the Learning Environment Survey.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths: According to our comprehensive needs assessment and feedback from our 2014-2015 Quality Review Report:</p> <p>- School leaders develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products . In some classrooms teachers used high-order questioning to engage students in high-level discussions. Additionally, the school wide instructional focus of providing multiple entry access to students was observed in an eighth grade science class. Students were grouped by assessed DOK competency level.</p> <p>Weaknesses: According to our comprehensive needs assessment and feedback from our 2014-2015 Quality Review Report:</p> <p>- Although across classrooms, teaching practices are aligned to the curricula and the Danielson Framework, reflecting the school’s articulated beliefs about how students learn best and teaching strategies provide multiple entry points and promote higher-order thinking skills for students, these practices are not yet apparent in a few classrooms. We must continue to strive to ensure that teacher pedagogy is consistent across all classrooms and that all students have multiple entry points to lessons and are prompted to think critically. Improving teacher pedagogy should result in an improvement in our students’ performance on the NYS ELA and math exams.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of all teachers will develop effective lesson plans and deliver lessons aligned to the Common Core Learning Standards that are rigorous, allow for multiple entry points and promote critical thinking skills for all learners, as measured an overall end of year Advance rating of effective or higher.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and</p>	<p>All staff members</p>	<p>September 2015 – June 2016</p>	<p>- School leaders will develop a school-wide professional development plan. Professional development workshops for teachers and administrators will be</p>

structures needed to impact change:

- School leaders will develop a school-wide professional development plan.

Professional development will be provided to all teachers on Danielson's Framework for Teaching and the effective research based strategies of Doug Lemov's Teach Like a Champion 2.0. Through professional development we will continue to develop a normed understanding of effective teaching practices. Professional development will be provided by school leaders, lead teachers and UnCommon Schools.

- Teachers will be provided with frequent feedback from school leaders towards the improvement of instructional practices. We will use the instructional rounds model to develop strong teacher practice and coherence throughout the school.

- All staff members will engage in Initial Planning Conferences and develop professional goals. Teachers will meet with school leaders informally during the year to discuss progress towards professional goals. Formal benchmark meetings with school leaders will be held mid-year and at the end of year.

- Administrators will engage in frequent cycles of observation and provide feedback to ensure that instruction is aligned with the units of study and that the new curriculum resources are being utilized effectively.

facilitated by school leaders, lead teachers and UnCommon Schools.

- School leaders will partner with Uncommon Schools to plan and facilitate professional development sessions.

- School leaders will provide feedback at least six times to all classroom teachers after formal or informal observations.

- School leaders will conference with teachers at the beginning, middle and end of the year to discuss growth.

<p>- Teachers and administrators will engage in monthly cycles of gap analysis, analyzing student work products to determine if the improved curriculum and units of study are positively impacting student performance</p>			
<p>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>- Teachers of students within these subgroups will receive additional professional development sessions to increase their capacity to meet the needs of these students.</p>	<p>Students with disabilities, English Language Learners and other high-need student subgroups</p>	<p>September 2015 – June 2016</p>	<p>- Professional development workshops for teachers and administrators will be facilitated by school leaders and lead teachers</p>
<p>Strategies to promote teacher-parent collaborations to improve student achievement:</p> <p>- Parents will be invited to monthly meetings and workshops designed to increase their knowledge of their child’s academic and social performance and provided them with strategies to support their child’s growth at home.</p>	<p>All parents</p>	<p>September 2015 – June 2016</p>	<p>- Monthly meetings and workshops will be facilitated by school leaders, parent coordinator and teachers.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Title I Priority/Focus and School-wide Project funds will be used to pay for consultants to provide professional development and support in improving teaching practices. These funds will also be used for teacher per session (approximately 200 hours) when professional development takes place after normal school hours. Monday Professional Development times and grade meetings will also be used to conduct professional development sessions.</p>

2. School leaders will meet with teachers during administrative periods to provide feedback.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Teacher feedback from professional development sessions will indicate greater comfort and application when using Danielson’s Framework for Teaching and implementing strategies provided during the workshops.
- Meeting notes, professional development agendas and feedback forms will show evidence of effectiveness, calibrated ratings, patterns, and trends that result from the professional development sessions.
- Teacher growth will be evidenced in the feedback and associated ratings in the Advance System.
- Teacher reflections and progress logs (mid and end of year) will show evidence of progress toward meeting their goals.
- By February 2016, 90% of teachers should be rated effective or higher in domains 1e and 3c on half of the observations that have been conducted.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths: According to our comprehensive needs assessment and feedback from our 2014-2015 Quality Review Report:</p> <ul style="list-style-type: none"> - Curricula-aligned assessments and rubrics provide actionable feedback to students and teachers. Common assessments are used by teachers to make instructional and curricular modifications and monitor students' progress toward goals. <p>Weaknesses: - In order to continue to strengthen teacher pedagogy, build consistency across classrooms and improve academic performance, school leaders must continue to implement systems and structures to expand the use of best practices for assessment strategies across classrooms, including on-going checks for understanding and self-assessment.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will implement a 4-week professional development cycle for teachers designed to strengthen teacher pedagogy and improve student academic performance, as evidenced by 65% of students increasing one or more levels on their ELA EOY exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change: - School leaders will create a 4-week professional development cycle designed to engage teachers in</p>	<p>Lead Teacher, Instructional Leads and classroom teachers</p>	<p>September 2015 – June 2016</p>	<p>- Instructional leads and lead teachers will participate in professional development sessions facilitated by school leaders. - Lead teacher will support school-wide initiatives to build capacity and</p>

<p>common planning, instructional rounds, gap analysis and targeted professional development sessions.</p> <ul style="list-style-type: none"> - School leaders will strengthen the capacity of the instructional team by engaging them in professional development sessions designed to aid them in building teacher capacity across all classrooms. - School leaders will extend weekly cabinet meetings to include members of the instructional team. - Teacher leaders will facilitate professional development sessions. - School leaders will hire a lead teacher to support building capacity and consistency across all classrooms. - Administrators will engage in frequent cycles of observation and provide feedback to ensure that instruction is aligned with the units of study and that the new curriculum resources are being utilized effectively. - Teachers and administrators will engage in monthly cycles of gap analysis, analyzing student work products to determine if the improved curriculum and units of study are positively impacting student performance - Teachers and administrators will conduct an in depth analysis of the BOY ELA and MOY assessment results to inform instructional decisions and monitor progress. 			<p>consistency across all classrooms.</p>
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<p>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> <ul style="list-style-type: none"> - Instructional leads will serve as “critical friends” and provide additional classroom support for all teachers who have students within these subgroups. - Select students in these subgroups will be provided with intensive support via small group instruction by an instructional lead. 	<p>Lead teaches, students with disabilities, English Language Learners and other high-need student subgroups</p>	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> - Instructional leads will serve as “critical friends” and provide additional support to teachers. - Instructional leads will provide intensive support to small groups of students via a pullout program. - Lead teacher will meet monthly with teachers of students in these subgroups and conduct gap analysis on student work products.
<p>Strategies to promote teacher-parent collaborations to improve student achievement:</p> <ul style="list-style-type: none"> - Parents will be invited to monthly meetings and workshops designed to increase their knowledge of their child’s academic and social performance and provided them with strategies to support their child’s growth at home. 	<p>Parents of students with disabilities, English Language Learners and other high-need subgroups</p>	<p>September 2015 – June 2016</p>	<p>Monthly meetings and workshops will be facilitated by school leaders, teachers and the parent coordinator.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> - School schedule will strategically allow time for instructional leads to meet with their identified teachers to co-plan, co-teach, model or provided feedback at least 2 times a week. - Title I Priority/Focus and School-wide Project funds will be used to purchase supplemental instructional material such as Achieve 3000, READY, and IReady needed to support improving student performance.

- Title I Priority/Focus and School-wide Project funds will be used to pay 6 teachers and 1 administrator to support our Saturday school program that will operate 8 Saturdays in February and March for 4 hours each day.

- Title I Priority/Focus and School-wide Project funds will be used to purchase educational literature such as Driven by Data, Teach Like a Champion and Educational Leadership to aid enhancing the knowledge and building the capacity of our instructional leads.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

-Teacher and Instructional team feedback from professional development sessions will indicate greater comfort and application when planning and implementing lessons using provided during workshops and peer mentors.

Additionally, there should be evidence of the improvement of the quality of teaching practices as evidenced by teacher lesson plans and the associated ratings in Advance.

- By February 2016, at least 50% of students should increase one level or more on the MOY ELA assessment.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>According to our comprehensive needs assessment and feedback from our 2014-2015 Quality Review Report:</p> <p>Strengths: - Families receive ongoing feedback from teachers to further their understanding of student progress towards expectations set for them.</p> <p>Weaknesses: - In an effort to increase parental engagement and strengthen the relationship between home and school, the school should continue to collaborate with the Parent Association, School Leadership Team and the parent coordinator to organize workshops and information sessions, develop systems to monitor effectiveness of parent workshops, and develop a system to track feedback from school community to inform decisions regarding family and community involvement to ensure positive impacts on students, families, and student achievement.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, parents will have access to a series of at least 10 workshops and/or school events designed to build their capacity to support their child’s academic and socio-emotional growth as evidenced by workshop agendas, sign-in sheets, feedback surveys and participation in school and community initiatives.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p>	<p>All parents, staff, school leaders and the parent coordinator</p>	<p>September 2015 – June 2016</p>	<p>- School leaders, parent coordinator, teachers and consultants will conduct parent workshops.</p> <p>- School leaders, teachers, support staff and the parent</p>

- To support parental capacity to support children's academic growth monthly parent meetings will be hosted for parents to discuss concerns and academic progress with their child's teachers.

- Monthly Coffee with the Principal meetings will also be held for parents to meet with the principal to discuss any concerns and find out ways to support their child's growth at home.

- Monthly parent workshops on topics that include the Common Core Learning Standards and test preparation, PTA meetings and events such as Academic Night and our Multi-cultural Festival designed to increase parental engagement will also be held throughout the year.

- To improve communication between home and school, we will distribute the School/Home Connection Monthly Newsletter, create a school website via E-Chalk and use school messenger to keep parents informed of student attendance and school events/initiatives. We will also promote the use NY Schools Account site to keep parents informed of student data and keep them abreast of their child's current performance via phone contact and progress logs.

- Parental Communication Cycle developed to enhance collaboration between home and school will be implemented. The cycle includes phone calls, family workshops, conferences and other activities throughout the year.

coordinator will be responsible for improving and ensuring ongoing communication with our parents.

<p>- Mock surveys will be sent home twice a year to get feedback on our effectiveness.</p> <p>- An administrator will attend each event to observe and provide feedback.</p>			
<p>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>- The guidance counselor, social worker and instructional needs will work throughout the year to provide academic and socio-emotional support to students and families of students in these subgroups.</p>	<p>Students with disabilities, English Language Learners and other high-need student subgroups</p>	<p>September 2015 – June 2016</p>	<p>The guidance counselor, social worker and instructional needs will work throughout the year to provide academic and socio-emotional support to students and families of students in these subgroups.</p>
<p>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes:</p> <p>- Parents will be invited to monthly meetings and workshops designed to increase their knowledge of their child’s academic and social performance and provided them with strategies to support their child’s growth at home.</p>	<p>All parents</p>	<p>September 2015 – June 2016</p>	<p>- School leaders, teachers and consultants will conduct the monthly workshops.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Title I Priority/Focus funds will be used for consultants to conduct 5 workshops during October to June period designed to improve parental involvement/engagement. Topics will include but not be limited to Understanding the Common Core Learning Standards, Supporting Your Child’s Education, Understanding Student Progress and Building Home/School Relationships. The funds will also be used to fund activities/events designed to promote parental involvement and engagement. Funds will also be utilized for supplemental materials to support creating a welcoming and positive school climate, fostering communication and encouraging parental involvement that successfully prepares students for the next level.

- Title I Priority/Focus funds will be used to pay for the school’s messenger, E-Chalk, and School/Home Connection subscription purchased to improve communication with parents.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Effectiveness of the workshops and meetings will be evidenced by positive feedback distributed after the workshops and from the Learning Environment Survey.

- Effectiveness of communication methods will be evidenced by parental response on the associated area of the Learning Environment Survey.

- By February 2016, at least 5 parent workshops and/or school-wide events should be hosted.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	A comprehensive data analysis is done to determine if a student is in need of AIS services. In addition all students who scored a Level 1 on the NYS ELA exam receives AIS services	<ul style="list-style-type: none"> • Balanced literacy • Workshop model • Strategies for Writers • 4 square writing • Achieve 3000 • MyOn Reading • Interventions that accompany the core curriculum • IReady 	Varies depending on when the service is being provided	During the school day <ul style="list-style-type: none"> • After School Wednesday and Thursday from 2:30-4:30pm
Mathematics	A comprehensive data analysis is done to determine if a student is in need of AIS services. In addition all students who scored a Level 1 on the NYS math exam receives AIS	<ul style="list-style-type: none"> • Workshop model • Interventions that accompany the core curriculum • IReady 	Varies depending on when the service is being provided	During the school day <ul style="list-style-type: none"> • After School Wednesday and Thursday from 2:30-4:30pm

	services			
Science	A comprehensive data analysis is done to determine if a student is in need of AIS services	<ul style="list-style-type: none"> • Balanced literacy • Workshop model • Interventions that accompany the core curriculum 	Varies depending on when the service is being provided	<ul style="list-style-type: none"> • During the school day • After School Wednesday and Thursday from 2:30-4:30pm
Social Studies	A comprehensive data analysis is done to determine if a student is in need of AIS services	<ul style="list-style-type: none"> • Balanced literacy • Workshop model • Interventions that accompany the core curriculum 	Varies depending on when the service is being provided	<ul style="list-style-type: none"> • During the school day • After School Wednesday and Thursday from 2:30-4:30pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers identify students who are in need of at-risk services and submit their names to the PPT Team for a comprehensive data review. The Pupil Personnel Team makes the final determination.	<ul style="list-style-type: none"> • At risk counseling • Positive Behavior and Intervention System 	Small group and individually	<ul style="list-style-type: none"> • During the school day

Section 7: Title I Program Information

Directions:

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

In order to recruit teachers we work closely with our Borough Field Center HR Director, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly qualified teachers. We work closely with our HR Director to ensure that all required documentation and assessment deadlines are met. In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professional we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, lead teachers and outside consultants. Mentoring is implemented as per teacher requirements.

2b. High Quality and Ongoing Professional Development

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL committee in consultation with teachers decide on what assessments will be used for teacher impact on student learning. The principal then approves this decision. Administration in consultation with teachers and the instructional core team decide of in house assessments that will be used to measure student learning. Teachers receive training throughout the year on administering these assessments, analyzing the results and devising action plans to address gaps in student learning.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	200,072.00	x	1Sec 5a, Part 3 Sec 5b, Part 3 Sec 5c, Part 3 Sec 5c, Part 3 Sec 5e, Part 3

Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	\$37,132	x	Sec 5a, Part 3 Sec 5b, Part 3 Sec 5c, Part 3 Sec 5c, Part 3 Sec 5e, Part 3
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,203,401.00	x	Sec 5a, Part 3 Sec 5b, Part 3 Sec 5c, Part 3 Sec 5c, Part 3 Sec 5e, Part 3

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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Mott Hall IV Middle 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 IV Middle School will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

Mott Hall IV Middle 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 on 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 522
School Name Mott Hall IV Middle School		

B. Language Allocation Policy Team Composition

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

Principal Kenya Smith	Assistant Principal Caroline Daly
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor Kenneth Springer
Teacher/Subject Area R. Bromley/Sp. Ed.	Parent Tania Roberts
Teacher/Subject Area J. Meade/Sp.Ed.	Parent Coordinator Latitia Jackson
Related-Service Provider Donna Fuller	Borough Field Support Center Staff Member Camilla Holmes
Superintendent Mauriciere Degovia	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	184	Total number of ELLs	3	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL				2	0	2	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1						0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)									1					0
Expanding (Advanced)							1							0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use F & P to assess the early literacy skills of our ELL students. Our BOY F&P results administered in Sept/Oct reveal that all of our ELL students are reading at below grade level. We discovered that 2 students have mastered decoding skills and are fluent readers. While one is a non-reader and struggles to identify sight words, decode and comprehend. We have used this data to determine what intervention programs will be utilized to improve the reading levels. The Stars Reading Program will be utilized with students who have been identified as having decoding/encoding deficiencies and the Wilson and LLI Intervention programs will be utilized with the students who need to improve their comprehension skills in order to master targeted CCLS standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Two of our ELL students remained at the Advanced and Intermediate levels respectively. One did poorly and moved from Intermediate to Beginning level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Because our ELL population is so small, there are no statistically viable trends. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Our 3 ELLs are not literate in their home language. Therefore, periodic assessments are given in English. The results of the periodic assessments are used to identify the reading skills that they are deficient in. We only have one ENL program/model in our school for our ELL students. We do not have a bilingual nor a dual language program. Classroom teachers with an ELL in their classes include native language books in their classroom libraries and encourage ELL students to read these books to support native language development.

During the time ELL student meets with our AIS staff member, he is allowed to use his native language to communicate, especially while teaching new vocabulary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

Our ENL specialist meets regularly with the students' content area teachers to ascertain the students' needs, to offer ideas to differentiate instruction, assessment and to discuss how he can provide content area support.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

We constantly monitor the progress of our ELL students through rigorous assessment in all subject areas. During our teacher team meetings, teachers have the time to go over data and plan instruction collaborative to ensure the academic success of our ELL students. Teacher observation notes are reviewed as well as formal and informal class assessments. All content area teachers give a brief report about the ELL students' strengths and weaknesses in that particular class. The goal is to work collaborative to support their learning.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Our part-time, fully certified ENL specialist is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator he meets with families of potential new students to help determine if Mott Hall IV would be able to support the academic needs of the ELL student. For students assigned to our school by the DOE placement office, he meets with families during admissions and reviews admission documents obtained from the secretary. At the time of intake, the Home Language Identification Survey is administered to families who are registering a child for the first time in a NYC school. The Survey is administered by a trained pedagogue, either the ENL specialist, or an administrator. An informal oral interview is conducted by the ENL teacher with parents and child to assess the child's ability to understand spoken English. There are staff members who speak Spanish and Haitian-Creole available to speak with families who speak those languages. If a language other than English is indicated on the HLIS of a first-time registration, the ENL specialist administers the LAB-R assessment to determine the student's eligibility to receive ENL services. If students speaks Spanish, the Spanish LAB would be administered. Our fully-certified ENL specialist is responsible for conducting the initial screening, and for administering the HLIS and LAB-R if necessary.

Our ELLs are assessed annually on the NYSESLAT exam. Our ENL specialist reviews ATS reports monthly (RLER, RLAT, RNMR) to determine students eligible to receive ENL services, and who are mandated to take the NYSESLAT. The testing coordinator is responsible for some aspects of the administration of the NYSESLAT, such as ordering, scheduling and parent notification of testing. The ENL teacher administers of all sub-sections listening, reading, writing, and speaking. An independent party does the scoring of the various subsets.

The speaking sub-section is administered individually. The L/R/W sub-sections are administered by grade band: the grade 6 is administered separately from grades 7-8. Our ESL specialist administers all NYSESLAT sections to our ELL students. If students are absent for any part of the test on the day of the group administration, that student is administered the test at an individual make-up session. Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ENL services, testing accommodations, and help to guide instruction.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

No SIFE student was ever admitted to MHIV. Therefore, we have never had to use any assessment to identify SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT team meets with the ELL who is served by an IEP. This team determines the student's eligibility for special education services and the language in which special education programs and services are delivered. The student with disabilities (SWD) will receive accommodations that apply both to an ELL and a SWD, as appropriate. At MHIV, ELLs with disabilities are not exempted from the NYSESLAT, and are given the test modifications and accommodations as detailed on their IEPs when taking the NYSESLAT. Response to Intervention (RTI) approaches are incorporated into instruction to support the student.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

At the beginning of the school year, our ENL specialist drafts, prints, and distributes parent notification letters to students -- both letters of entitlement for continuing ELLs, and the occasional letter of non-entitlement/transition for students who have scored at a proficient level on the NYSESLAT. Letters are sent in both English and the parents' preferred language for school communications, using the translated versions available on the DOE website. Letters are distributed during ENL instructional times. ENL specialist makes phone calls to communicate to parents that letters are being sent home for their immediate attention and response.

Copies of all parent notification letters are kept in the ENL binder in the principal's office. If we have a first time registrant to NYC schools, parent surveys and program selection forms will be given to parents to complete at the time of the oral interview at intake, and copies of their parent survey and program selection form will also be kept in this binder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

MHIV will receive a letter requesting the appeal of the ELL status. We will review all documents related to the initial or re-entry process of the student to the school. We review the student's work in English. A second administration of the NYSITELL will NOT be done. The only way the NYSITELL can be administered is if the original decision was not to give the student this assessment. LPT team meets with the parents, and consults with CSE. Based on the recommendation of qualified personnel, the principal determines whether to change the ELL status or not. Written notification of the decision is sent to the parent in the preferred language and English. If the recommendation is not to change the ELL status no further action is necessary, if the recommendation is to change then the process continues. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

. We have never had a new student register at our school who was a first time registrant in a NYC school. If we did, then at time of intake, if the child is determined to be an ELL based on the informal interview and the HLIS, our ENL specialist would explain to them that there are three different models of ESL instruction offered by the DOE, using DOE parent brochures and Parent Orientation Video. Parent surveys and Program Selection forms would be filled out and the information entered on ATS on the ELPC screen. The LAB-R would be administered by our ESL specialist within the first ten days of the student's attending our school. Parents of ELLs who are enrolling in our school are informed that MHIV does not offer a bilingual program nor a dual language program, and that we have a part-time ENL specialist.

We offer a freestanding NSL program that combines instruction in the English while ENL specialist provides support in other content areas. Because this is not a destination neighborhood for new immigrants, we have not had newly arrived immigrant families requesting admission. If the neighborhood demographics change, and more lower level English proficiency students are interested in registering to attend MHIV, then changes and accommodations will be discussed and implemented in the future.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

MHIV is a choice school. Our ELL parents have made the decision to send their children here, and understand that the only program model we offer is the freestanding ENL program. In the nine years since our inception, we have never had more than six ELLs in one year. No family has ever decided not to send their child here because we do not offer either a beginning level intensive ESL program, nor a bilingual program. We have had students in self-contained special education classes who scored at a beginning level of English proficiency on the NYSESLAT exam. For these students, whose learning disabilities interfere with their reading ability; their low NYSESLAT scores are not due to second language learning difficulties. These students' listening comprehension and ability to communicate orally in English have always been much higher, and some of them have scored at an advanced or proficient level on those sections of the NYSESLAT.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL and Parent Coordinator call parent.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parent notification letters are printed in English and the parent's preferred language. The letter is mailed to parent and another is given to the child in a sealed envelope.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documents are placed in the student's cumulative folder.
11. 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.
Our ENL Teacher and Student Personnel Secretary are responsible for collaborating with each other to identify students who are eligible to take the NYSESLAT exam. Our licensed ENL teacher is responsible for administering this exam. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. The report used to determine eligibility is called RLER/LAT. NYSESLAT assesses ELL students ability in the four skills of reading, speaking, listening, and writing. ELL students are administered all four parts of the NYSESLAT by our licensed ENL teacher, Mr. Richardson. If a student is absent on a test date, make-up days are established to complete any missing section of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
All these documents are prepared in English and the parent's preferred language mailed and hand delivered.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL, now ENL program. However, during our Parent Orientation session, parents are informed that they have the right to request that a Bilingual class, or Transitional Bilingual program, if there are 15 or more parents on two contiguous grades who desire that program. Since we have never enrolled so many ELL this was never realized. Additionally, parents are informed of a school where such program choice may exist. The program models offered at our school are aligned with parent requests. However, as stated above, in the near future, if we have at least 15 parents who opt for the Transitional Bilingual Education Program, then we will change our program offering to a TBE program here at our school, instead of an ENL Program, which we currently offer.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - a. Since our 3 are in different grades, the ENL teacher offers a pull out service. Our ELLs at the present time have IEPs, the ENL teacher pays attention to their individual academic needs. Our program is designed to make it easier to provide the mandated service hours to all eligible students, and to ensure that our students get the maximum support available to them. They follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE, and the arts. Major subject area teaching periods range from five to ten periods per week. The ENL mandates are integrated into their core curriculum.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Instruction is provided entirely in English. A part-time ENL specialist provides pullout services three days per week, according to the number of minutes mandated by students' proficiency levels as indicated by their most recent NYSESLAT scores. In addition, to the

50 minute of academic intervention from an assigned teacher, our ELL student receives pull-out instructional time, and occasional push-in instructional time. Students are pulled out for either individual and/or small group instruction, in order to meet the mandated minutes of ENL instruction for their proficiency level as determined on their most recent NYSESLAT.

3. Describe how core content is delivered in each program model. 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.

State recommended CCLS programs were chosen and are being utilized for our ELA and Math Core curriculum. For ELA, teachers use HMD Literature that includes Adaptive Readers for ELLs and Go Math is used for math. All programs are research based, rigorous, designed to meet the demands of the CCLS and include support for ELLs. Teachers meet weekly to modify units of study to ensure additional instructional supports are included to meet the needs of ELLs and other subgroups. Instruction is differentiated for all subgroups to allow all learners access to the curriculum. English Language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and real life connection. Language functions and strategies are taught within the content of the lesson. The instructional components are based on the NY State ENL standards. Additionally, content area instruction in science, social studies, and math, are conducted, using ENL methodology, in which all teachers receive training. Specialized materials, such as the computer and electronic devices are also used to support student learning.

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

N/A

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

This year, all ELL students are given reading, writing, grammar and vocabulary support, using level-appropriate reading and instructional material, and engaging in focused classwork as a basis for writing development. Our goal is continued progress in their demonstrated English skill levels. Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction and frequent assessments. The ENL and classroom teachers meet to devise or choose assessments that ensure ELL students are evaluated in all four modalities throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. We don't currently have any SIFE students but our plan for SIFE students begins with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HLIS and a complete review of the NYSITELL. We identify students who are at least two years below expected grade level and have some basic literacy skills in their native language, or who have no skills in their native language. Feedback is also requested from the classroom teacher and parent to help plan for instruction for our students. At present we have no SIFE students. However, if we did have any our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills English. Students will also practice English skills through the use of Imagine Learning English Technology reading program. The Imagine Learning program uses an ESL approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day, after-school, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

b. Our plan for Newcomers receiving services for (less than 3 years) is mainly to cluster all ELL students on the same grade in the same class for optimum academic performance. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students' individual needs. Via the collaboration of the ESL push in teacher and the classroom teacher our plan is to help students increase language development through technology and small group instruction, and pervasive vocabulary instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the transition process and with translation needs. In doing so, the students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. Interim ELA test practice and test sophistication activities are also used to prepare students to meet CCLS standards.

c. Our plan for (4 to 6 years) ELLs is the same as for our newcomers, with the addition of an intense immersion in reading and writing activities (depending on the area that they need improvement upon, as per their performance on the NTSESLAT.

d. Our plan for long term ELLs (completed 6 years) is to involve them in Academic Intervention Services (AIS), such as our After

school and 50 Minute Extended day programs, test sophistication sessions, counseling services, and in peer study groups. Daily journal writing and teacher directed writing projects will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

e. Former Ells continue to receive instructional supports and academic intervention services until they no longer demonstrate a need that the services are required.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

ENL and classroom teachers utilize curriculum supports and strategies included in our core programs in order to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as Myon, Wilson Reading and Achieve 3000 aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

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

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs in order to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as Myon, Imagine Learning, Wilson Reading and Achieve 3000 aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

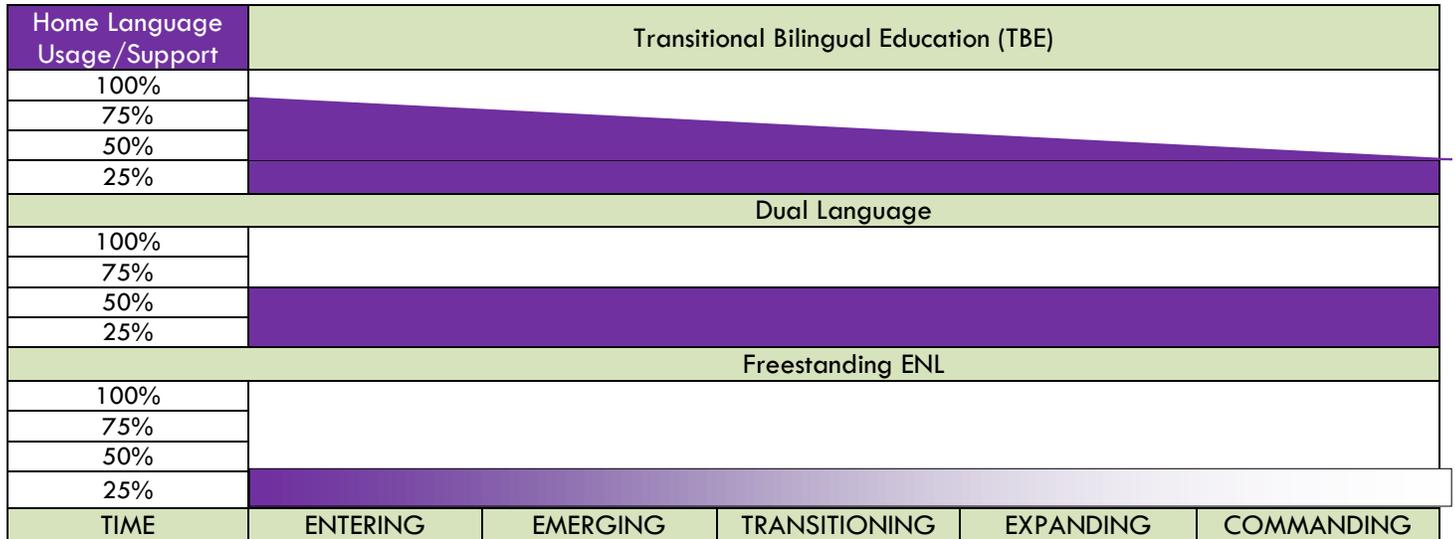


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We offer the following academic intervention services for all of our ELL students: Academic Intervention After School (T-W), RTI and Saturday Academy. Various research based programs are utilized with these programs to support the progress of our ELLs. These services are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program seems to be having a positive impact on the academic performance of our ELL students. These students in this subgroup showed continued progress on their ELA and Math exams.
12. What new programs or improvements will be considered for the upcoming school year?
This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, smart response systems, document cameras and software programs will allow classroom teachers and the ENL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Also the professional development that our teachers will receive should aid in improving practices designed to meet the needs of these students.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students are afforded equal access to any and all programs offered at our school. These programs include all extra curricula activities, such as After School Academic Program and Saturday Academy. Permission slips are distributed to all of our students at the same time. When needed, permission slips for all programs are translated into the native language that the parents speak and they are asked to send them back whether permission is granted or not. When ELLs participate in any program, the teachers and club facilitators are made aware of who the ELL students are and are encouraged to employ strategies learned at various workshops to allow ELLs full access to the programs. Teachers/facilitators are encouraged to seek the assistance of administrators if they have difficulty meeting the needs of these students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, smart response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Additionally, Myon, Mathletics and Achieve 3000 will be utilized to support the needs of these students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Because we have so few ELLs (actually three this year), and no newly arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change in the future, we will consider implementing such programs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
MHIV is a middle school; all our programs, resources and supports are specific to this age group and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. When applicable new students are paired with a language buddy in their class or someone who is relatively close in age.
19. What language electives are offered to ELLs?
English
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our certified part-time ENL specialist participates in district and city-wide professional development for ENL teachers. He consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support. Teachers of self-contained special education classes, which serve two of our ELLs, also participate in school-wide, district, and network PD for ELLs. Additionally, the NSL specialist will offer PD's to classroom teachers of our ELL student.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our certified part-time ENL specialist participates in district, regional, cluster, network, and city-wide professional development for ENL teachers. He consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support. Teachers of self-contained special education classes, which serve two of our ELLs, also participate in school-wide, district, and network PD for ELLs. Additionally, the NSL specialist will offer PD's to classroom teachers of our ELL student.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
When we have ELLs in the eighth grade, they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ENL specialist also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. The Parent Coordinator hosts a workshop specifically for ELLs' parents, and ENL teacher reviews the eighth grade ELLs' high school applications with them, before they are returned to the guidance counselor. Classroom teachers, our parent coordinator, community workers, and the office staff who work with our incoming 6th grade, are supported by our school administration in helping these students learn school routines and discipline. When a language other than English is indicated on the Home Language survey, and when parents have requested translated school communications, letters sent home by teachers are translated, either using DOE translation services, or by a staff member fluent in the language.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation for ELL students. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ENL professional development. Copies of all PD agendas and attendance are kept in the Principal's office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annually, parents of ELLs are invited to meet with the LPT. At this meeting a teacher who is proficient in the parent's preferred language is present to translate the information. The student's academic and language development progress, English language proficiency assessment results, and language development needs in all content areas are discussed. School staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English will be present. A qualified interpreter/translator in the language or mode of communication the parent or guardian best understands will be there. Attendance is recorded and kept with student's permanent records.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are surveyed at the beginning of each year, during intake and at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues. We offer "Math Nights" and "Technology Nights" for parents to come to school and 'learn' what their children are learning. Our administrators, test coordinator, and parent coordinator communicate with parents regularly via Monthly newsletters to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our parent coordinator communicates with parents on issues relating to school rules and procedures, such as the school uniform and scheduling. Our ENL specialist communicates regularly with ELL families about ENL service eligibility, scheduling and testing information. When parents have requested translated communications, translation services are provided, usually by a staff member fluent in the language, or via DOE translation services.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Sports and Arts In School Foundation and Beacon provide workshops and services to ELL parents.
5. How do you evaluate the needs of the parents? The survey given at the beginning of the school year acts as a feasibility study whereby the needs of the parents are presented and evaluated. In addition, our parent coordinator and guidance counselor communicate with parents throughout the school year.
6. How do your parental involvement activities address the needs of the parents? The administrative staff, parent coordinator and guidance counselor review parents' answer in the survey. They strive throughout the school year to provide workshops and other activities in ke

D. Additional Information

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

Part VI: LAP Assurances

School Name: _		School DBN: #INGEST ERROR!	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenya Smith	Principal		9/18/15
Caroline Daly	Assistant Principal		9/18/15
Latitia Jackson	Parent Coordinator		9/18/15
Alvin Richardson	ENL/Bilingual Teacher		9/18/15
Tania Roberts	Parent		9/18/15
Richard Bromley	Teacher/Subject Area		9/18/15
Jave Meade	Teacher/Subject Area		9/18/15
	Coach		9/18/15
	Coach		9/18/15
Kenneth Springer	School Counselor		9/18/15
Mauriciere Degovia	Superintendent		9/18/15
Camilla Holmes	Borough Field Support Center Staff Member _____		9/18/15
	Other _____		
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23K522** School Name: **Mott Hall IV**
Superintendent: **M. Degovia**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Mott Hall IV is a choice school located in the Ocean Hill section of Brooklyn with approximately 184 students. Three of our students are in the ESL program, Some of these students come from homes where their parents do not speak English, and are therefore unable to provide English language experiences that enhance classroom instruction and further second language development. Our admission team - secretary, parent coordinator, ESL specialist, guidance counselor and administrators - looks at the home language survey, the ATS printout of languages spoken by students, carries out holistic assessment through social interaction with the parents, and interviews with students and members of their families. A questionnaire is also sent to parents to find out their preferred language of communication with the school. Home languages of our students are Spanish and French, notices are translated into those languages and sent to parents. In addition, our school prides itself with having a diverse staff. Many members of staff speak a variety of languages, and assist in translating all correspondence for the parents of our ELLs when the need arises. Our Parent Coordinator also uses the Translation and Interpretation Unit for notices, information on school calendars, newsletters and one-to-one over the phone interpretation services to schools. Our website and Engrade offer various language preferences.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

French, Spanish and English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our monthly newsletters, school calendar, parent handbook, PTA and scholar led conference announcements, after school and trip permission slips, monthly curriculum letters and any additional school-home correspondence will be translated.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the year, we will host PTA meetings, SLT meetings, progress meetings, parent workshops, open school day/night, curriculum night, school-wide events and CEC meetings that may require translation.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

MHIV will provide all parent notices in two languages - Spanish and French. Staff members proficient in Spanish and French will translate for parents during meetings. When staff members are not available, we will contact the Translation and Interpretation Unit for assistance. Funds will be allocated to pay for these services when needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When necessary, the translation services will be provided over the phone during phone contact or meetings during a conference call. During a major event or school-wide meeting, translation services will be provided in person.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our staff will be trained in utilizing requesting permission and how to utilize the Translation and Interpretation Unit. Additionally, staff members who are fluent in other languages will be identified.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will translate all important letters that go home to parents who require them. We will also access the Translation and Interpretation Unit services whenever we are unable to provide our own translators. We are cognizant of the need to have a speaker of the primary language of the parent at every IEP meeting, and other important meetings, and we do provide these services. Every parent who has indicated a primary language other than English has and will continue to receive a copy of the Bill of Parents Rights and Responsibilities in their primary languages. Our Safety Plan and our LAP provide for this Translation and Interpretation Service. Our Parent Coordinator makes an effort to contact every parent consistently to notifying parents in Spanish and French of continuous activities, services, meetings and workshops. Our school is one of three in the building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE with the phone number of the translation unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will send out parent surveys twice a year to our ELL parents to determine how we can better meet their needs.