

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M223

School Name:

THE MOTT HALL SCHOOL

Principal:

JUDITH DE LOS SANTOS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Mott Hall School School Number (DBN): 06M223
Grades Served: 6-8
School Address: 71 Convent Avenue
Phone Number: 212-281-5028 Fax: 212-491-3451
School Contact Person: Judith De Los Santos Email Address: jdeloss@schools.nyc.gov
Principal: Judith De Los Santos
UFT Chapter Leader: Ezster Boros
Parents' Association President: Grace Quinones
SLT Chairperson: Kathleen McMahon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Victoria Farez
Student Representative(s): .
.

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: _____
333 Seventh Avenue, 8th Floor, NY, NY 10001
Director's Office Address: _____
YChu@schools.nyc.gov
Director's Email Address: _____
212-356-3896
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Judith De Los Santos	*Principal or Designee	
Eszter Boros	*UFT Chapter Leader or Designee	
Grace Quinones	*PA/PTA President or Designated Co-President	
Santa Ventura	DC 37 Representative (staff), if applicable	
Victoria Farez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	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>	
	CBO Representative, if applicable	
	Member/	
	Member/	
Kathleen McMahon	Member/Teacher	
Sydalg Hernandez	Member/Teacher	
Kristen Emanuel	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daniel Hunt	Member/Teacher	
Michelle Caines	Member/Parent	
Leonidas Santos	Member/Parent	
Sunita Woodcheke	Member/Parent	
Carmen Lopez	Member/Parent	
Maria Lugo Mojica	Member/Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

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

There are currently 275 students enrolled in the school. The students' racial demographics are as follows: 81% of students are Hispanic, 10% are Black, 5% are White, 2% of students are Asian, and 1% is multi-racial. 12% of enrolled students are Students with Disabilities. In 2014-2015, 74% of students were eligible for the Free Lunch program. 2% of students are English Language Learners. Mott Hall ranks in the top 10% of schools statewide. In 2015, 57% of students performed at a level 3 or 4 in Math and 52% of students performed at level 3 or 4 in English. Our 8th grade students are given the opportunity to take the Algebra and/or Living Environment Regents. Many of our graduating students are accepted into specialized programs. Many of our students have been accepted to such highly selective programs as Oliver, Lang, and Teak. Mott Hall has been noted continually for its academic achievements. We have been designated a Reward School by the New York State Education Department for three consecutive years (2013 – 2015).

Mott Hall has a compliment of academic and enrichment courses, such as regents, high school prep. classes, ELA and math skills classes, foreign language, music, arts, chess, dance orchestra and sports. Our collaboration with Sports and Arts Foundation provides our community educational and enrichment offerings such as fencing, pottery-making, team athletics, Study Island, dance, tutoring and Regents prep. In addition, our students are charged with giving back to their communities through community service. We prepare our students for life after middle school and high school. Mott Hall partners with Urban Advantage, Columbia University and City College. These programs supplement our instructional programs. Parents appreciate that we offer challenging academic programs that provide students with a well-rounded education. We believe that our students are best developed when supported by the collaborative efforts of educators, parents, community organizations and students.

Mott Hall's school-wide goal throughout the years has been to continually build consistency in instruction across the school to support higher achievement. During the 2014-2015 school year, our main goal was to continue to improve our literacy in all content areas and math instructional practices with the strategic use of assessment data to effectively target students with special needs and English Language Learners. In order to enhance our practices, each year many of our goals have been built upon each other. In planning around our areas of need (math, academic rigor in all disciplines and better meeting the needs of our students), our instructional goals for 2015-2016 are:

- To strengthen our shared practices across all disciplines by using formative and summative assessments in all CCLS lessons and units to inform student understanding, to improve rigorous instruction, and teacher practices as evidenced by Danielson's Framework and the Depth of Knowledge.

- While reviewing our assessment data, it is clear that while our students are making progress, we need to close the achievement gap to proficiency as measured by the NYS ELA and Math exams. Accordingly, we adjusted our CEP goals to reflect our aspirations to get more students to proficient levels of performance.

We believe that by frequently analyzing student work, we have the opportunity to examine the impact of teaching on student progress, identify specific learning needs, and adjust instruction in response to those needs. To accomplish this goal, teacher teams will use a variety of data to design and refine instruction.

06M223 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	280	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	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.7%	% Attendance Rate			94.9%
% Free Lunch	77.4%	% Reduced Lunch			7.8%
% Limited English Proficient	4.2%	% Students with Disabilities			12.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			8.5%
% Hispanic or Latino	82.7%	% Asian or Native Hawaiian/Pacific Islander			2.5%
% White	6.0%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.07	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			23.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	48.4%	Mathematics Performance at levels 3 & 4			57.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			82.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After conducting three-year trend analysis of student performance data on state assessments in math and science, it was determined that though our math performance is 57.6%, we had a decrease of 0.4% decrease school-wide, including special populations. In science, though 100% of our 8th grade students pass the Living Environment, only 21.4% of students take the exam. We need to increase the rigor and accelerate our programs so that our students are prepared to take the state science exam, Algebra Regents and Living Environment Regents.

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

By June 2016, Mott Hall teachers will work collaboratively in math and science content teams to align our 3-year sequence to CCLS and state assessments as measured by the development of 3 new units of study. The units of study will focus on accelerating our content and skills development to increase ALL students’ abilities to master increasingly complex tasks as demonstrated by academic growth equivalent to 5% increase in state scores in Math and Science.

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>	
<ul style="list-style-type: none"> • Adjustments have been made to the Science curriculum so that 7th grade students are prepared to take the 8th grade Science exam in June. • Adjustments have been made to the Science curriculum so that 8th grade students are prepared to take the Living Environment Regents in June. • Adjustments have been made to the Math curriculum so that 8th grade students are prepared to take the Common Core Algebra Regents exam in June. • Adjustments have been made to the Science and math in grades 6-8 to increase rigor and accelerate learning and be best prepared as measured by state exams in science and math. • All Science teachers will participate in Urban Advantage Professional learning opportunities throughout the 2015-2016 school year. • All Math teachers will participate in Metamorphosis Coaching and the Math Counts Series provided by City College in partnership with District Six. • Participating in lab sites to observe best instructional practices for teaching students experimental design. • Participating in lab sites to observe best instructional practices for math instruction, student discourse and problem solving. 	<p>Students Teachers</p>	<p>September 2015- June 2016</p>	<p>Science Teachers & Administrators</p>
<ul style="list-style-type: none"> • Science teachers of grade 6, 7, and 8, will engage students in project based learning activities. • Students with disabilities and ELLs will get additional support in class from ICT teachers and small group test prep sessions. • Math labs created to support student math skills building 	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Science Teachers & Administrators</p>

<ul style="list-style-type: none"> Students will participate in evaluating, designing, analyzing and critiquing experiments. <p>Students will engage in problem-solving and math conversations.</p>	Students	September 2015- June 2016	Science Teachers
7 th and 8 th grade students will be provided with test preparation assistance to help them succeed on the 8 th grade Science State exam and math and science regents exams in an after school academy.	Students	January 2015 – June 2016	Science Teachers and Administrators

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.											
<ul style="list-style-type: none"> Scheduling time for Science department to work on adjusting the curriculum Per session funding for test preparation Funding for additional Science books and Test Prep materials for the students. 											
Part 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
<ul style="list-style-type: none"> Teachers and administrators made adjustments to the curriculum frame work and timeline; these adjustments are reflected in Atlas Rubicon. 7th and 8th grade students will have a pre-test in January 2015 that will be used as the benchmark for the test-preparation assistance. The results of this exam will be used as a mid-point benchmark for student progress. 7th and *th grade students will have a post-test at the end of the test-preparation course prior to the 8th grade NY State exams (math regents, science regents, 8th grade NYS Science state exam for 7th graders.
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2013-2014 Quality Review, the school needs to improve on increasing “teacher capacity to deliver instruction that promotes access to cognitively rigorous tasks, so that all learners can actively participate in classroom discussions and tasks.” Additionally, ICT classes are fairly new to the school and there is a need for teachers to differentiate instruction, so that all students are supported in their learning.

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

By June 2016, 100% of our teachers will engage in developing and incorporating UDL instructional methods and tools to ensure that ALL students have an equal opportunity and access to learning. 100% of teachers will incorporate UDL strategies in lesson planning that support students by removing barriers in instruction so that all students can achieve their learning goals. This will be evidenced by Danielson feedback Domain 1 (1a): Demonstrating knowledge of content and pedagogy.

Part 3 – Action Plan

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: <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 in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will use quantitative and qualitative student data to plan lessons and incorporate UDL strategies into their instruction to support all learners, (specifically focusing on students with IEP's and ELLs)	Teachers Students	September 2015- June 2016	Administrators and Teachers
Teachers will use strategies such as tiered activities, small group instruction, student-led discussions, differentiated tasks and strategic grouping of students.	Teachers Students	September 2015- June 2016	Administrators and Teachers
Teachers will conference with their ICT and ESL teachers on a regular basis about student goals, assessments, next steps, and/or strategies to encourage deeper learning	Teachers Students	September 2015- June 2016	Administrators and Teachers
All teachers will participate in professional development on UDL strategies to promote student engagement, increase rigor and access to learning.	Teachers	September 2015- June 2016	Administrators and Teachers

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.											
<ul style="list-style-type: none"> • Common Planning Time where teachers have an opportunity to engage in professional conversations about student work, assessments and student data (formative and summative) • Creating a professional development plan focused on rigor and differentiation • Providing resources to assist teachers with differentiating during instruction <p>Teacher teams planning meetings</p>											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Teachers will analyze student work and student data on a monthly basis in department meetings to track student progress. In February 2016, teachers will analyze their data binders through comparative analysis to evaluate student progress.

Teacher observations will be focused on how teachers are differentiating their instruction to reach all learners.

The principal will receive monthly reports from teachers related to frequent progress monitoring for SWD's.

Part 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After conducting an analysis of MOTP ratings and student state performance data, it was determined that ALL student groups need to show an increase in performance on the ELA and Math assessments. An additional determination is that 40% of our teachers are not effective in component 3d (Using Assessment in Instruction). As a result, our focus is on moving students towards meeting higher standards through strategic use of assessments, analysis, and planning.

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

By June 2016, 100% of our teachers will engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. As a result, 50% of all teachers rated on a developing level as per Danielson Rubric in Using Assessment in Instruction (3d), will improve one level. We will develop a shared understanding of instructional excellence.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	
<ul style="list-style-type: none"> • In departmental meetings, teachers will plan and develop units that include formative and summative 	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers</p>

assessments to ensure that they are engaging, differentiated and rigorous. During grade and departmental meetings, teachers will collaborate to plan and to ensure instructional activities are aligned across grades, and with CCLS.			
<ul style="list-style-type: none"> • There will be consistent classroom visitations and teacher self-reflection on best practice via teacher teams and one-on-one conferences. • Teacher will participate in Instructional Walks. 	Teachers	September 2015-June 2016	Administrators and Teachers
There will be Inquiry Cycles to collaboratively analyze student work, gather data, norm grading, and make instructional adjustments in department meetings.	Teachers	September 2015 – June 2016	Teachers
Teachers will engage in at least three hours of targeted professional learning per month. They will participate in training to understand The Danielson Framework and measures of student learning.	Teachers	September 2015 – June 2016	Administration, Teachers District support team, Consultants, and school-based PD

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.											
<ul style="list-style-type: none"> • Common Planning Time where teachers have an opportunity to engage in professional conversations about student work, assessments and student data (formative and summative) • Creating a professional development plan focused on using assessment in instruction • Providing resources to assist teachers with differentiating during instruction • Teacher teams planning meetings 											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
<ul style="list-style-type: none"> • Administrators will conduct monthly observations of teachers starting November 2015, as well as teacher reflections on instructional activities, and discussions about implementation and the effectiveness of the professional development initiatives. • Teachers will review formative and summative student data to track student progress during department teams starting October 2015 – June 2016. This data will be utilized to inform classroom instruction and to make curricular modifications.

- The school will evaluate whether there has been periodic feedback and follow-up on the implementation of professional development initiatives. November 2015-February 2015 –May 2016

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Develop a shared instructional focus with the staff to increase rigor, differentiation and student engagement in across all grades and content areas
 - Utilize multiple data streams (formative and summative assessments) to inform instruction and PD
 - PD team makes decisions regarding PD. Teachers have opportunities to facilitate professional learning activities.
 - Observation/Feedback calendar to ensure that teachers are receiving timely, ongoing, and targeted feedback around instructional practices.

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

Throughout the 2015-2016 school year, the administration will develop leadership opportunities for teachers to work collaboratively in the implementation of school wide instructional goals. Thus, we will build our teacher capacity to use UDL strategies for all students including ELLs and SWD, resulting in a 40% increase in teachers improving one performance level reflected in component 3c (Engaging Students in Learning) in Advance.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional learning cycles around all rated components of the Danielson Framework to improve pedagogy.	New Teachers	9/15 – 6/16	Talent coach, Administrators. Lead Teachers
Cycles of Professional Learning aligned with the school’s instructional foci.	Teacher	9/15 – 6/16	Talent Coach, Administrators
Targeted professional learning opportunities for all staff provided by the teacher leaders	Teachers	9/15 - 6/16	Teacher Leaders
Professional Learning: PLCs will focus around formative and summative assessments providing actionable feedback to students, using rubrics to provide specific feedback to students regarding their work. All staff will participate in a structured book study: <u>Checking for Understanding</u> – Frey & Fisher, and <u>Quality Questioning: Research Based Practice to Engage Every Learner</u> - Walsh	All teachers	9/15 -6/16	Parent Coordinator, Teachers, Administrators

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.											
Professional Learning time during common planning and after-school on Mondays and Tuesdays.											
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		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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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.

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

Part 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Mott Hall community has a population of diverse learners and would benefit from a collaborative system involving all stakeholders. We believe that it is the school’s responsibility to facilitate communication between teachers and families. Our community also believes that an increase in parent involvement and awareness of academic expectations and support resources will result in an improved academic achievement. Currently, a low percentage of parents are actively engaged in school events. We have challenges – working class parents who may not have the time to attend events, language, communication and information not reaching parents. We are working towards a genuine involvement from all of our families. All families have access to Pupil Path, the schools on line grading system, which allows both parents and students to view grades. In addition, Pupil Path is used as a communication system between parents and teachers, and teachers and students, which promotes on-going communication between teachers and parents regarding student progress. Our parent coordinator provides workshops in response to parent concerns/interests, such as our promotional policy, cyber bullying, and the Common Core Learning Standards. Even so, there has been concern regarding grades being posted in a timely manner and the ambiguity around the school’s grading policy.

Part 2 – Annual Goal

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

Over the 2015-2016 school year, the school will continue to work on fostering a stronger collaboration between home and school by increasing the sources of communication between staff and parents, in an effort to increase parental involvement by 10%.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will utilize the allocated time during the extended day for parent outreach.</p>	<p>Parents</p>	<p>9/ 15 – 6/15</p>	<p>All teachers, parents and administrators.</p>
<p>Teachers will notify parents of major upcoming assignments via Mass Message in Pupil Path.</p> <p>School will develop a school website to facilitate communication.</p>	<p>Parents</p>	<p>Nov. 2015 - June 2016</p>	<p>All teachers, Parent Coordinator, parents and administrators.</p>
<p>The school will host more academic/cultural events to encourage parent participation in curriculum and student learning.</p> <p>(Science Night, Social Studies Museum Night, Cultural Day, NYC plays, museums...etc)</p>	<p>Parents, staff and students</p>	<p>October 2015 - June 2016</p>	<p>All teachers, Parent Coordinator, parents and administrators.</p>
<p>Parent coordinator will assist recruiting parents for school activities, such as trips, school wide celebrations, parent workshops and Urban advantage family activities.</p>	<p>Parents</p>	<p>Sept. 2015 - June 2016</p>	<p>All teachers, Parent Coordinator, parents and administrators.</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>Funding for resources for parent activities.</p> <p>Time allocated for teachers to do parent outreach and plan activities</p> <p>Time for parent coordinator to plan with teachers on parent events.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Parent School Surveys – November during Conferences

In January 2015 we will evaluate parent participation to see if there is an increase in parents attending school activities. (workshops, curriculum night, Teacher parent conferences, etc..) as compared to last school year.

March – roundtable discussion meeting with parents to evaluate effectiveness of plan, made modifications and plan for next year

May – End of year conferences. Survey parents. Create goals for next SY 2016-2017

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 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)	MOSL results (2015) -Students scoring level 1 and 2 on NYS exams including SWDs, ELLs, Baseline assessments	<ul style="list-style-type: none"> • Writing Lab • Digital Library • Guided practice • Conferencing • ELA Coach (test prep) • Lunch time tutoring ELA enrichment – targeted instruction	<ul style="list-style-type: none"> • Whole class • Small group 1:1 instruction, AIS small group 5:1	<ul style="list-style-type: none"> • During school day • After-school Saturday Academy
Mathematics	<ul style="list-style-type: none"> • MOSL results Students scoring at levels 1 and 2 on the NYS exams, including SWDs and ELLs	<ul style="list-style-type: none"> • 6th grade math lab • skills tutor • guided practice • lunchtime tutoring • Study Island Test Prep	Small Group 1:1 instruction	<ul style="list-style-type: none"> • During school day • After-school Saturday Academy
Science	MOSL results (2015) <ul style="list-style-type: none"> • -Students scoring level 1 and 2 on NYS exams including SWDs, ELLs, Baseline assessments 	<ul style="list-style-type: none"> • Urban Advantage • Test prep • Tutoring 	<ul style="list-style-type: none"> • Small group • 1:1 instruction, AIS small group 5:1 conferencing differentiated instruction	During the school day After-School

Social Studies	<ul style="list-style-type: none"> • MOSL results <p>Students scoring at levels 1 and 2 on NYSED ELA exams</p> <ul style="list-style-type: none"> • Formative and Unit Summative • 8th grade NYS Science exam <p>Living Environment Regents</p>	<ul style="list-style-type: none"> • Integrating ELA skills into Social Studies program • Differentiated instruction • Achieve 3000 	<ul style="list-style-type: none"> • Differentiated instruction • Small group instruction <p>1:1 conferencing</p>	<p>During the school day</p> <p>After-School</p>
At-risk services (<i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	<p>Guidance Counselor supports student behavioral and emotional needs in order to achieve academic goals.</p>	<p>Conflict resolution, Peer mediation and Counseling</p>	<p>Group and individual counseling</p>	<p>During the school day</p>

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)

<p>Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.</p> <p>Collaborate with District 6, NYCDOE, and local universities to recruit highly qualified staff. 100% of teachers are assigned appropriate to their license/certification. Reach out to network and NYCDOE for high quality professional development.</p> <p>Recruitment</p> <p>School leaders enter vacancies on the New Teacher Finder, and attend job fairs to recruit qualifying candidates.</p> <p>The personnel committee for recruitment and hiring purposes is formed. The responsibilities of this committee are: to screen applications and resumes, interview qualified candidates, observe demonstration lessons and provide feedback to candidates. The final decision on hiring is collaborative.</p> <p>Retention / Assignments</p> <p>School Leaders assign payroll secretary to ensure that all teachers meet documentation requirements that are kept on file. Payroll secretary works closely with the Network's Director of Human Resources to ensure that all teachers meet all documentations and assessment deadlines. School leaders regularly check in with teachers to assess their teaching environment, continued passion on working with students and social emotional needs. Depending on the content areas, teachers usually receive assignments within the same grade level.</p> <p>Support</p> <p>School has a structure with different components to support new(er) teachers:</p> <ol style="list-style-type: none"> 1. Mentors are assigned to support new teachers
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2. As members of a department, teachers receive colleague support for curriculum planning, lesson modeling, assessment and using student data to inform instruction.
3. Teams collaboratively plan curriculum and units of study on weekly basis.
4. Through Teacher Incentive Fund (Teacher Development Program and Metamorphosis) partnership, teachers are supported by instructional coaches
5. All Teachers are instructionally supported by District
6. Guidance counselors, grade teams and content teams provide social and emotional support to all teachers.

Professional learning such as workshops, after school small group learning is tailored for different teachers

2b. High Quality and Ongoing Professional Development

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

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

Ongoing Professional Development –

1. Professional Development takes place within the school. During Professional Development days, faculty conferences, and at times over the weekend there are seminars provided to the teachers by their peers and by the administration. The Professional Development sessions include: Teaching and Learning Practices, Understanding and Implementing new initiatives in the department of education, Understanding and planning for student needs, assessment and cognitive development in adolescents.
2. Professional Development is offered by the District 6, District Partners, Support Centers, DOE coaches and consultants. Throughout the year District 6 offers professional development opportunities to our teachers, paraprofessionals, parent coordinator, and guidance counselor. Taking place both during the school day and after school, the District provides PD on curriculum development, best practices, and new initiatives. In addition to training the staff, District 6 holds professional development seminars for Principals and Assistant Principals that focus on skill building, new initiatives, and in addition often includes a school visit where members engage in classroom observations and provide feedback.
3. Professional Development is provided by outside organizations – Through research, district recommendation, and teacher recommendations, the administration provides the teachers, para professionals, and other staff members the opportunity to attend professional development outside of the school and network office.

The focus of the professional development opportunities are: Teacher Development (Danielson), Citywide Instructional Expectations, Performance Tasks, Instructional Shifts to Common core Standards, Assessment, and Curriculum Development

4. Due to creative programming, the school's schedule allows for multiple opportunities for teachers to improve on their teaching in order to help the students meet the CCSS. Each content area department meets once a week to provide feedback on best practices, work on curriculum, and analyze student work. In addition to content meetings,

grade teams also meet once a week. Within these meetings the teachers discuss best practices, identify red flag situations, contact parents, and plan student events. Lastly, within each department, classes are organized so that, as often as possible, when one teacher is teaching the others in their content area have a free period. This allows for inter-visitations to take place.

5. Frequent Observations and Feedback – With Advance, teachers have been receiving frequent observations that lead to feedback based on the Danielson Rubric. With teacher goals discussed in the beginning of the year, there is a focus to the observations making it a priority to work on areas the teachers identified themselves as being in need of improvement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	148,499.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,803,223.00	X	

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’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) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- 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, School Quality 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) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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 06	Borough Manhattan	School Number 223
School Name Mott Hall		

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 Judith De Los Santos Pena	Assistant Principal Natasha Bracey Ferguson
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Kathleen McMahon	School Counselor Renee Benjamin
Teacher/Subject Area Jennifer Kaiser- ELA Liaison	Parent Marisol Rios or Santa Ventura
Teacher/Subject Area Teacher/ELA	Parent Coordinator Evelyn Camacho-Moran
Related-Service Provider Katherine Thorn	Borough Field Support Center Staff Member Alice Cohen
Superintendent Manuel Ramirez	Other (Name and Title) type here

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 <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
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]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	275	Total number of ELLs	10	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	10	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	10
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	3

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	1		1	6		6	3		3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	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							5		5					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)														0
Emerging (Low Intermediate)						2								0
Transitioning (High Intermediate)								1						0
Expanding (Advanced)						3		4						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							3	1	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	4	1			0
6					0
7	4	1			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	4		1						0
6									0
7	4		1						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	4		1		4		1		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	3	0		
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	3	0		
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	3			
Government				
Other _____				
Other _____				
NYSAA ELA	5			
NYSAA Mathematics	5			
NYSAA Social Studies	5			
NYSAA Science	5			

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.
Mott Hall uses various types of assessment tools to assess the early literacy skills of the Ells. The Q.R.I - The Qualitative Reading inventory is used to assess reading comprehension. The Garnett Assessment for decoding and encoding is used to assess if the students can identify graphemes, phonemes and morphemes and it also assesses the ability to spell. The San Diego Quick assessment is used to determine reading fluency. In addition to these specialty assessments, teachers created their own baseline assessments in all content areas.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
All 10 (ten) students at Mott Hall are a mixed level with 70% of the students scoring "Expanding", 10% scoring "Transitioning" and 20% of the students scoring "Emerging". There are five (5) eighth graders in the ELL program. All of the eighth graders are considered students with disabilities; three of whom are in an integrated co-teaching setting and two students who are in a self-contained setting. At this time, there are no seventh graders in the ENL program. There are five(5) sixth graders in the ENL program: All of the sixth graders are considered students with disabilities. Three of whom are in self-contained class and two of whom are in an integrated co-teaching class. Two of the sixth graders in the self-contained class scored Expanding while one scored Emerging. In the sixth grade ICT class, one student scored Emerging and the other scored Expanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The Mott Hall School will use the information about AMAO target as a tool to measure the ELLs progress on the NYSESLAT and to also measure growth and proficiency in each level (reading, speaking, listening and writing).

The data reveals that the all 10 of the ELL students are at risk. No student achieved proficient on the NYSESLAT 2015. Many of the students achieved a 1 on the ELA and Math State tests in 2015. Two students are at risk because of absenteeism and because they received either a 1 or 2 on the ELA for the past 2 years.. There is a small level of growth seen in the scores of the eighth grade students with the 3 students moving from a lower percentile to a higher one and with two students moving from intermediate to Expanding. Some students remained at the same level while one student trended downward from advanced to

transitions. Unfortunately, at this time, we are unable to use the AMAO tool to measure the progress because we are still waiting for some pertinent information from the state.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4A. The patterns across performance levels and grades are that most students with the exception of 1 eighth grader and 1 sixth grader performed as a level 1 on their Math and ELA scores. Both the eighth and sixth grader performed at a level 2 in Math. Their NYSESLAT scores, for the most part, There are 5 There are no ELL students who need native language arts. All of the students are in need of ESL instruction, therefore

4B. School leadership and teachers are using the results of ELL periodic assessments to determine what is necessary for ELLs to achieve maximum success academically across the content areas as well as on the NYSESLAT. Through periodic assessments, teachers can determine what steps to take to ensure growth and proficiency on the NYSESLAT for the ELL. Through looking at the four modalities and how the students fare, the teacher will focus her lessons on individual students to ensure academic success in each modality. In addition, school leadership will determine, in conjunction with the teacher, what books would benefit the students' growth, what plans should be made for the following academic year to maintain a good ESL program. Also, school leadership will determine, when considering budget allocations for the following academic year, whether to add additional ESL teachers and whether to focus on a push-in model rather than a pull-out. To date, a push-in, pull-out method is being used to offer the ELL the best opportunity in helping him/her to achieve academically. All of the above is predicated on school budget.

4C. The school learns quite a bit from the eperiodic assessments of ELLs. Through periodic assessment, the teacher can determine each student's strength and weaknesses in listening, reading, writing and speaking. Through analysis, Ms. McMahan can determine how to plan lessons to benefit each students. The native language is only used if the student needs to look at a native language/English dictionary. Native language books are incorporated into the classroom library.

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

The purpose of RTI in a middle school is to provide students with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. Because of our small ELL population, the ESL teacher is able to tailor instruction to the needs of individual students based on their needs as seen in classroom assessments, State assessments and classroom baseline assessments. In addition, the ESL teacher participates in both departmental and grade meetings where students with particular needs are discussed. This tiered system allows for the development of additional supports for ELL students, when appropriate.

Mott Hall implements the RTI framework by having a three tiered system which focuses on strong core instruction, intensive targeted intervention and progress monitoring for Mott Hall ELLs. The ENL teacher and students collaborate jointly by constructing knowledge that provides students with oportunities to engage with one another and with their teacher around rigorous academic content. Language and Literacy is developed across the curriculum. The ENL teacher pushes into the four core subjects once a week for the students. She works directly with the Ells' teachers collaborating with them to ensure that the students are achieving to the best of their ability. In addition, students are afforded an opportunity to work directly with the ENL teacher on language acquisition as well as content area in a stand-alone environment. The ENL teacher taps into the students' prior schema so that students can relate to whatever is being taught. The ENL teacher targets academically rigorous and challenging instructional goals while providing students with the appropriate instructional supports to meet the student's needs. The ENL teacher uses differentiation to address the Ells language concerns and cultural differences.

As mentioned in paragraph 1 of this section, The ENL teacher uses data analyses from NYSESLAT exams, state tests, unit tests, and chapter tests. The textbook for ESL students is used in the classroom to measure students ability to write specific types of essays, and short answer responses. Reading comprehension and speaking proficiency is measured with the same tool. Students are given a periodic assessment for NYSESLAT in the fall and then again in the Spring which measures reading, writing, listening and speaking. the ENL teacher gets a good idea of how her students are progressing and targets instruction accordingly. She also uses formative assessments in the classroom to assess the Ells progress. The Ells have self-assessment sheets that they fill out. There are grammar sheets used along with conversation and the ENL Teacher uses classroom observations to assess students. Furthermore, the ENL teacher keeps a data binder on the students' progress with "next steps" to focus on for better student achievement and fluency in the English language.

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

The school makes sure that child's second language development is considered in instructional decisions through the use of an ESL teacher who works collaboratively with all teachers in the content areas to ensure growth and proficiency academically, as well as in

the second language. Materials from across the curriculum are used in the ESL lessons. All four modalities are used in each lesson. The ESL teacher coordinates with the content area teachers and educates them on ESL strategies for the content area classroom. Students with IEPs and 504s will get special accommodations to succeed on exams, homework, etc. so that they can focus, not only on their academics but on their second language development as well. In addition, many of the ELLs will have Speech which will aid the students in correct pronunciation, etc.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- NOT APPLICABLE**
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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.
When a new child enters the The Mott Hall School, his or her parents or guardians must complete a Home Language Identification survey (HLIS) as well as an informal oral interview in English and their native language. They must also undergo a formal initial assessment. These are administered by the Assistant Principal. If the responses indicate that a language other than English is spoken in the home, the child must take the NYSITELL (The New York State Identification test for English Language Learners). The NYSITELL informs instructional programs and services. All students who score below the set level on the NYSITELL are required to take bilingual education (not applicable in Mott Hall) or ESL. The NYSITELL is administered within 10 (ten days of enrollment).
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).
Mott Hall will use the Sife Interview form to get information in the students' native language to understand whether the student has had interrupted education in their former country. In addition, students are given the LENS which also helps teachers to understand where the students are on a lexile level in their native language. Based on the NYSITELL and the SIFE and LENS, a student will be placed in the proper level for ENL.
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).
An IEP (Individual Education Plan) team determines a student’s eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator’s Manual for the test). ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation are described in the Standard Operating Procedures Manual of the NYC Department of Education. ELLs with disabilities must receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings. Schools must form a language proficiency team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL.

The Language Proficiency Team is comprised of Kathleen McMahon (Certified TESOL), Kateurah David (Special Education) Student’s parent or guardian, School District Administrator (Principal Pena or Natasha Bracey, AP). If the LPT determines that the student may have English Language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the (NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer

the NYSITELL, the recommendation is sent to the superintendent or his designee for a final decision. The parent or guardian must be notified within three school days of the decision in the parents/guardians preferred language. The final decision is made by the Superintendent or his designee. The superintendent or designee has 10(ten) school days to accept or reject the LPT's recommendation .

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.

Once the NYSITELL is scanned and scored, a letter of entitlement and non-entitlement is sent to parents within five school days .. The letters are sent out by the Assistant Principal and/or the ESL teacher. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: • In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades

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).

Schools must determine ELL status, do parent orientation meeting, send parent entitlement/non-entitlement letters along with parent survey within 10 days. Schools must send the entitlement letter of ELL status notification within 5 school days letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment.

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.

The administrative team notifies parents of their child's eligibility for services. If a student scores below proficiency on the NYSITELL, they will be issued an entitlement letter, parent survey program selection form and placement letter. We have freestanding ENL and integrated co teaching classes at Mott Hall. The ESL teacher and parent coordinator make parents aware of the Transitional Bilingual and Dual language programs at other schools within the district should they want their child to have dual language or transitional bilingual. The Mott Hall School is a small school with a low incidence of ELL populations.

After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey and Program Selection Form (in the parent's preferred language), where parents can indicate their program of choice. The parent must return the form within 5 (five) school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by Mott Hall. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program if 15 or more students speak the same language in one or two contiguous grades.

Schools are responsible for entering parent choice as indicated on the Parent Survey and Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at Mott Hall.

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.

Mott Hall distributes entitlement letters, Parent Surveys and Program Selections to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities. Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages: English and Spanish. These services are performed by the Parent Coordinator who is also responsible for securing and storing the appropriate records.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Mott Hall has a list of names of students who received the Parent Survey and Program selection forms. As a form is returned it is checked off as complete. Those names that are not checked off mean that the forms have not been returned. A phone call to the parents is made by a member of the Mott Hall administrative team.
9. Describe how your school ensures that placement parent notification letters are distributed. Notification letters are mailed to each parent from the Mott Hall School.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

There is an ELL documentation file for each ELL which houses critical/ original documents such as : The IEP, entitlement letters, HLIS, non-entitlement letters, entitlement letters, parent survey and requests for re-identification. This documentation file for ELLs is secured in the student's cumulative file located in the main office, under lock and key, at IS 223. Ms. Marisol Rios is responsible for maintenance of records. There is also an ELL file in the Parent Coordinator's office (Ms. Moran), under lock and key, of the students entitlement letters, HLIS, non-entitlement letters, parent survey and requests for re-identification.

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.

The ENL teacher works in collaboration with administration to ensure that all ELL students receive the annual NYSESLAT exam. A timetable for administering the exam is developed annually by the ENL teacher. The Speaking and listening section start at the beginning of the timetable from 4/12/16 and the written portion follows on another day. Administration reviews the plan and cross checks ATS reports to ensure that it meets the needs of all ELLs. In addition, we consult BESIS (Bilingual Education Student Information Systems) to make sure all students receive the annual NYSESLAT exam. The NYSITELL Exam will help us determine whether or not the student needs ENL. If the student needs ENL then they will take the NYSESLAT.

There are four parts to the NYSESLAT Exam. The Speaking part of the exam is given with the ENL teacher and a teacher who does not teach the student. The neutral teacher is the one who scores the speaking part of the exam. The ENL teacher reviews how to score with the teacher before the exam begins. The Listening portion of the test is given in a classroom or in the conference room. Students listen to the spoken passage twice before answering the questions. The written and reading comprehension portion of the test is given on a separate day to ensure that all students do the best that they can. The NYSESLAT Exam can be given over a period of three or four weeks. Students who miss a portion of the test will have ample time to take that section again.

The Nyseslat Exam will be given during 4/12 through 5/13/16. There will definitely be at least 4 days for makeup exams. Those dates are to be determined.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Every year, Mott Hall sends a letter to the ELL (and former ELLs) parent/guardian to inform them of their child's continued entitlement and transitional support in ESL. This letter is sent home in both English and the native language of the parent and child. The correspondence is sent in both English and Spanish. The Parent Coordinator and/or Spanish speaking secretaries and office staff translates from English into Spanish and ensures that all correspondence is sent out to the parents.
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).

Parents are aware when applying to Mott Hall that only freestanding ESL is offered. This information is shared online, in the Middle School catalogue and during Open Houses conducted by the school. If a parent requested an alternative ELL program, the procedures followed by the school are described in #2. Parents are offered a choice of where they want their child to learn. It can be either ENL, TBE, or DL. If the parent wants the students to attend TBE or DL, the school offers them a list of schools where these programs are offered because at this time at Mott Hall, we do not offer TBE or DL. The parents have the choice to either send them to Mott Hall or go to another school that offers TBE or DL.

After reviewing the Parent Survey and Program Selection forms, the trend, to date, is that the parents want their children at Mott Hall so, therefore, they are choosing ENL.

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.
Instruction is delivered as both an ENL standalone and an integrated delivery ENL. All students are required to take 180 minutes of ENL per week. Mrs. McMahon visits grades 6 or grade 8 academic classes for either SS, ELA, Science & SS one period per day depending on the need of the student. There is also a pull-out 4 periods a week. The four pull out periods are mixed proficiency level and mixed grade. This ensures that all students are getting the best possible instruction in English Acquisition and the core content area so that students will be able to show progress and proficiency in acquisition of English.
 - 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)?
The program model is a heterogeneous, ungraded model. It is based on 45 minutes of instruction blocks of time. Each child receives the prescribed instruction time which is as follows for each level: Entering- 540 minutes per week, Emerging - 360 minutes per week, Transitioning-180 minutes per week, Expanding- 180 minutes per week and Commanding - 90 minutes per week for two additional years after testing out of ENL.
 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.
The language of instruction is English for all of the content areas. A multi-modality approach is used- students have different learning intelligences and each one of the 7 intelligences of Howard Gardiner are used in a unit. All classes are differentiated to meet the needs of the individual student. In Stand Alone ENL - we use content area texts, worksheets, and supplementary materials, word charts with illustrations, etc. to facilitate the learning process. We are currently using 2 workbooks in Stand alone ENL: The title of one of the workbooks is New York ELLs - Grade 6,7,8 published by Continental, the other book is National Geographic Academic Vocabulary Toolkit by Dr. Kate Kinsella. Games are played to facilitate grammatical knowledge.

Ms. McMahon works collaboratively with the content area teachers. She speaks to the teachers to ask what they want her to focus on for each student prior to the lessons being taught. She develops vocabulary charts and lessons that benefit the ELL students both in the Content class as well as in the stand alone class.

When Ms. McMahon co-teaches with the Content Area teachers, she uses scaffolding and various visual aids such as graphic organizers to facilitate the writing process. These organisers vary from venn diagrams to KWL charts, to story maps, fishbone maps, etc. In addition, Ms. McMahon taps into the student's prior schema to make the student familiar with experiences in his/her own life which will then create a way for the student to understand from his own perspective what is being taught.
 4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
There are no students who need native language arts. All instruction is in English.
 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are given a period assessment in November and March as well as former Nyseslat exams. These exams are used to assess the students learning in all four areas of ESL (Listening, reading, writing, speaking) They are given writing assignments in all content areas and work with the ESL teacher to perfect their skills. They are given grammar, vocabulary and syntax lessons in ESL pull-out class. In conjunction with the Ela, Math, Science and Social Studies departments, students are required to read at least 10 additional books. These books strengthen their reading comprehension, reading, vocabulary and writing skills. The ESL teacher gives listening activities as part of the everyday block of time and students are required to speak in English in every class.
 6. How do you differentiate instruction for 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
- 6A) A SIFE student will receive intensive English language development instruction teaching social and academic language. They will receive intensive literacy development and sheltered content instruction. The schedules for teachers will become double

period/block scheduling to facilitate the SIFE's learning. In addition many pictures will be used to facilitate the learning for the student who is a SIFE student along with periodic assessment, formative assessments such as writing, reading, listening and speaking assessments.

A curriculum will be developed for SIFE students based on state academic standards, concentrating on essential knowledge and skills only. Teachers will collaborate to modify curriculum. Students will have modified scheduling and condensed remedial courses that can catch students up to their grade levels in ELA, Math, Science, and Social Studies.

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

6B. Students here less than three (3) years will be given vocabulary words to facilitate learning in the content area. They will also read, write, listen and speak everyday that they are in the ESL class. Teacher will asked questions that require one word answers, she will scaffold instruction to facilitate ELLs as well as administer older NYSESLAT Exams to aid in focusing on where the student needs more help. The focus on the newcomer is to help them acquire a stronger understanding of academic English. In addition, many different strategies will be used such as games, venn diagrams, t-charts, etc. technology, tapping into the student's prior knowledge and experiences. Mrs. McMahon will work closely with content area teachers and, particularly, ELA teachers to ensure that students' needs will be addressed and preparation for the test is maximized through repetition of ELA materials. (Listening, speaking, reading, and writing). These measures will guarantee a higher rate of success for the early ELL students.

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

6D. Long term ELLs would receive instruction based on their academic needs in the content area as well as their NYSESLAT scores (RLSW). The Nyseslat scores will focus on what their weaknesses and strengths are, thereby, driving the appropriate instruction for each individual student. Ms. McMahon will work with content area teachers to help students achieve competency in common core standards and to test out of the ENL program.

6E. Our plan for former ELLs who have tested as "Commanding" will include extended time (time and a half) on state tests and school tests. The use of a bilingual dictionary, and another place to take the test will be given to accommodate former ELLs if they want to have this accommodation. In addition, former ELLs must have ENL instruction 90 minutes a week.

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.

Six to twelve months after the Superintendent has sent a letter of notification to the Principal, parent, guardian or student, the Principal must review the reidentification 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 within the school, the parent/guardian, student. If the Principal decides that the student's academic progress has been adversely affected by the determination, he/she must give the student additional support services and may reverse the status within the same 6 to 12 month period. If the Principal decides to reverse the ELL status, he/she must consult with the Superintendent. Principal must send a letter of determination to the parent/guardian.

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?

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

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?

Because the ELL population in the school is only 4% of the student population (10 students- 10 swds, 5 ICTs and 5 Special Education Self-Contained, Ms. McMahon is able to coordinate with the students' content area teachers as well as the two special education self-contained teachers (Ms. David and Ms. Jackson) to aid in developing the student's writing skills as well as their content area knowledge. Ms. McMahon determined the period of instruction for pull-out services that would cause the least instructional interruption. She also collaborates with content area and special education teachers in assessing ELL student understanding of the skills and concepts taught in the curriculum.

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.

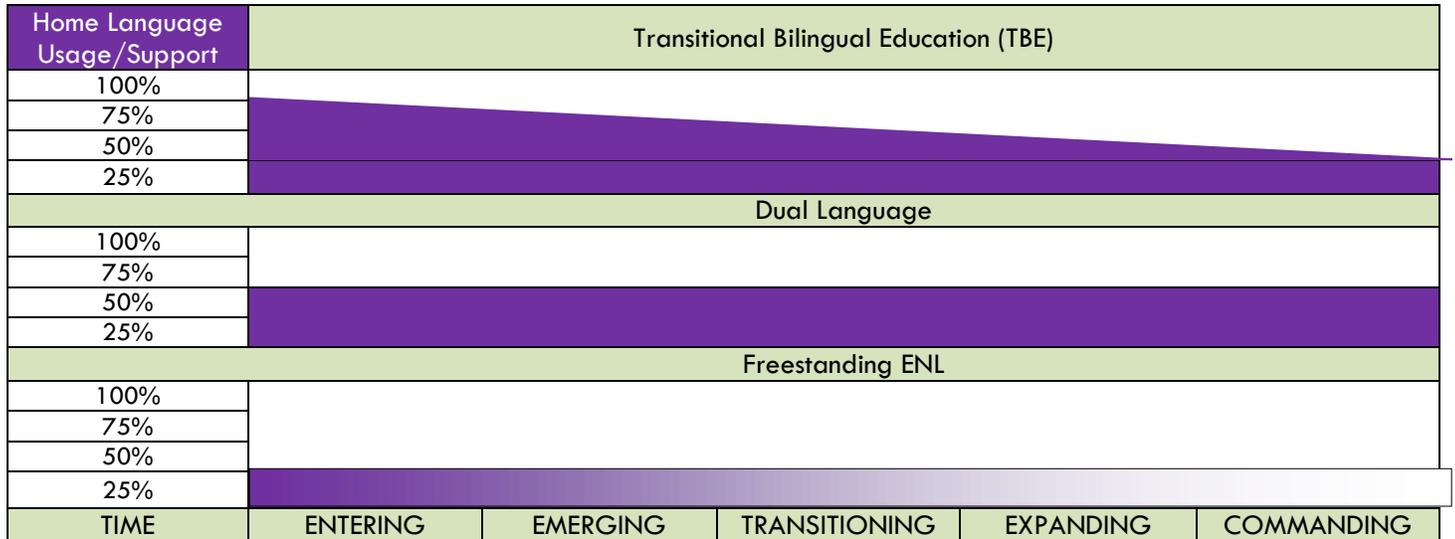


*Note “other approved services” does not apply to New York City at this time.

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. The targeted intervention services for ELLs in ELA, Math and other content areas for all ELLs subgroups (special education, general education, and all 5 levels of proficiency for NYSESLAT) are administered in a seventh and eighth grade AIS(academic intervention support) program twice a week for each grade during the school day. In addition to AIS, there is an increase of Math and ELA periods from 5 periods to 8 periods per week, a sixth and seventh grade writing class two times a week and an after school tutoring program through SASF. As of January, 2015 there will be Science, Math Regents and French tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The current program is meeting the needs of the Ells in both content and language development. We have integrated delivery 4 days a week to work on core content and we have a stand-alone model to work on follow up writing and reading activities. Also, grammar, listening, speaking and writing are the focus of the stand alone part of the program. An optimum setting would be having grade level stand-alones but , at this time, we have a heterogeneous group in the stand alone class.
12. What new programs or improvements will be considered for the upcoming school year? Next year 2016-2017, we will consider grade level stand alone classes in conjunction with the integrated delivery model. We will supply new consumable grade level ESL workbooks, textbooks, and computer programs. We will have an English library for each level as well as a Spanish Library for each level.
13. What programs/services for ELLs will be discontinued and why? We don't plan on eliminating or discontinuing any Ell services next year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Because the Ell population is so small, our Ells have access to the same programs as the general education population. All Mott Hall students have the opportunity to participate in the after school tutoring program and all seventh and eighth graders have the option of Academic Intervention Services. We particularly emphasize small group instruction of our Ell population. Enrichment activities such as NDI, yearbook, Chess club, digital library, after school sports club.
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. Classroom libraries and a digital library are provided for students to select books that are appropriate to their level of reading. Technology (digital library, laptop computers with appropriate Ell programs in every classroom, Smart Board instruction) are given to students. All instruction in Mott Hall incorporates technology into each class. Bilingual books and dictionaries are available to the Spanish speaking Ell. In addition, French is taught to all students at Mott Hall. This enables the Spanish speaking ESL student to make connections between their native language and French. Students make connections between the two romance languages and to grammatical structure. Students become more familiar with parts of speech, cognates, etc. in English, French and Spanish.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? There is a minimal amount of native language support. Some of the school staff (secretaries, parent coordinator and teachers) speak Spanish. These people can offer assistance to the ESL student, outside of the classroom, if necessary. Academically, students have acces to Spanish bilingual dictionaries and some native reading materials. Sseventh and Eighth grade students are all offered French.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Counseling and Speech are given at age and grade appropriateness. Counseling is offered to all middle school Ell students to facilitate the Ell student's adjustments to middle school. Counseling is offered to help students and their families prepare for entry into high schooland address any emotional or social needs that the students may have.
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). There is a curriculum orientation meeting for parents as well as for the students at the beginning and the end of year. Students are supported via regular counseling sessions with Ms. Benjamin. Some Ell students can receive up to 2x a week of counseling.
19. What language electives are offered to ELLs? French is the only language offered to the seventh and eighth grade students at The Mott Hall School.
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)?

Not Applicable (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.)

The professional development plan for all ELL personnel at Mott Hall is as follows:

- Teachers have opportunities to attend any regional and/or city-wide workshops to further their professional development.
- Teacher training in best practices in ENL instruction and collaborative inquiry focus.
- Professional Development days are offered in house which reinforce teaching to the Common Core Standards.

All teachers receive professional development from our Administration, Professional Development teams, Department Liaisons, Teacher Development City Initiative, District Professional Development, Manhattan Instructional Support Team, Metamorphosis and licensed ESL teacher). This staff development consists of data analysis, looking at student work to determine next steps, strategies, resources, instructional decisions and program. All classroom teachers also receive extensive training in developing coherent practices around curriculum planning, assessment, progress monitoring, rubrics, protocols for collaboratively working on a team in understanding language development and writing. This informs teacher practice and instructional supports for students.

Literacy professional development is ongoing throughout the year and occurs once a week and during Monday PD for teachers. All math teachers also receive staff development from our Metamorphosis and District Six on an on-going bases. Metamorphosis and administration support teachers in the implementation of a curriculum aligned with the Common Core Learning Standards. The Metamorphosis Coach meets with teachers at least twice a month for 3 periods each time. Our teachers are also receiving professional development in the Danielson rubric by the Principal and Assistant Principal as they turn-key the information that they are trained in by the District. This professional development is ongoing, targeted to and occurs each week on Mondays for 80 minutes. Our staff has already received training in aligning our curriculum to the Common Core Learning Standards.

In department teams, teachers have examined the Common Core Learning Standards for all content areas. Together, they have examined the curriculum against the Common Core Learning Standards to identify any gaps or areas in need of improvement. We have added vocabulary development, essential questions and differentiated instructional grouping to our units of study in writing to support our ELLs in the advanced vocabulary requirement of the Common Core Learning Standards. We use fully aligned curricula for all our students. We will continue this support throughout the year as per our professional development schedule. In addition, the majority of our classroom teachers have received training in Differentiated Instruction. This training will be available for new teachers as per our Rewards school plan. This year we will request ELL training from our ELL Instructional Specialist to complete the 7.5 hours of ELL training for all staff and 10 hours of training for Special Education teachers. All records for ELL training will be maintained in a binder in the Principal's office along with the agendas for each meeting.

The Testing Coordinator attends professional development twice per year given by the NYC Assessment Implementation Director. The Guidance Counselor receives professional development from the network monthly. Paraprofessionals are included in the training during professional development days. All of our classroom teachers have received smart board training. This training is on-going and is provided by our technology teacher. The interactive applications on the Smart Board serve to scaffold the second language learner's understandings. Our teachers have all been invited to take advantage of the training that is available on ENGAGE and all of our teachers know how to navigate that system.

Our Parent Coordinator has attended workshops on Conflict Resolution, Resources in the Community, Translation, Literacy, Technology, ELL strategies, Balanced Literacy, Common Core Standards, and Math Curriculum. These workshops have helped our Parent Coordinator to gain more information and support her work with parents.

The training for teachers of ELLs includes ESL strategies (simplified language, Total Physical Response, slower speech) and language acquisition theories and ELL policies. This training is on-going and given by the administration during professional development days, and during pre and post observation conferences.

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 mission to support our students' language acquisition by scaffolding content so that they can assess information and build language, content and skills. To that end, our teachers have studied the CCLS and have aligned the content area curriculum to the standards. They have received professional development in the CCLS and in aligning the curricula to include differentiation in all units of study. All teachers receive on-going professional development from Admin. , professional team and department liaisons.

Furthermore, ESL teachers have the opportunity to attend outside professional development specifically on topics that will benefit ELLs and their learning. ESL teachers return from their outside PD's and turn-key the information to the rest of the staff.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Ms. Benjamin (the guidance counselor) gives IEPs of all students in the ESL program to ESL teachers and the teaching staff. This makes the ESL teacher aware of students' individual needs and the IEP dictates the way the student is taught. ELL training takes place during faculty and departmental meetings. In addition, The Mott Hall School must form a language proficiency team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL.

Our teachers collaborate as a grade team and a department team. Our goal is to support the transition into middle school as well as transition into high school. We recently hired an additional guidance counselor to join the team. One guidance counselor supports HS articulation and the other middle school transition. They each work with parents and students. The HS articulation counselor meets with parents and students as a group and individually to orient them on the high school selection process. She schedules school visits and coordinates teacher support for recommendations and essay writing. All our students receive support in preparing for Specialized HS exams. All our students take the exam. The middle school counselor supports our incoming 6th grade students in transitioning into our school. Orientation meetings, team building activities and "budding" is organized to support our students. Our students are supported academically, socially and emotionally. We also host school tours for current 5th graders interested in learning more about our school. We establish a relationship with elementary school guidance counselors and have a school tour for them, followed by tours for all families interested in joining our community. Resources used in our meetings (brochure, pamphlets, powerpoint) are all translated into Spanish. One of our counselors is Bilingual, as well as our parent coordinator. They are able to present and support parents in their native 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.

The PD plan outlined below meets the minimum timeline requirements for ESL teacher and the teaching staff. There will be many opportunities for the ESL teacher to meet the 50% requirement of required hours for pd this year. Many of Mott Hall's professional development consists of differentiation of learning, co-teaching strategies, and teaching content area aligned to the common core. In addition, the ESL teacher will attend outside professional development workshops particularly targeted towards language acquisition and content instruction of the ELL. When appropriate, these workshops are turn-keyed to the appropriate staff during the aforementioned faculty, departmental or grade meetings.

Our professional development time takes place on Monday (80 minutes). Other professional development opportunities occur in weekly department, weekly grade teams and targeted PD. We use some of these periods to accomplish the professional development requirements as per CR Part 154. We provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. We dedicate a minimum of fifteen percent (15%) of the required professional development hours to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers we dedicate a minimum of fifty percent (50%) of the required professional development hours to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

December 2016

Topic: Common Core-aligned writing curriculum for all content areas

Outcomes: Refined instructional strategies, ELL strategies, and revision of maps to include writing tasks across all grade levels and content areas;

January 2016

Facilitated by: Department Liaisons

Participants: All teachers in their respective departments

Topic: Collective review of interim data (midyear performance tasks)

Outcome: Integrate results into remaining unit plans and use data to inform ELL and intervention plans.

February 2016

Facilitated by: Department Liaisons

Participants: All teachers in their respective departments

Topic: Progress Monitoring and Goal Setting

Outcome: Integrate results into remaining unit plans and use data to inform ELL and intervention plans.

March 2016

Facilitated by: Department Liaisons

Participants: All teachers in their respective departments

Topic: Increasing the quantity and improving the quality of student discussion through a department-wide lesson study and observations

Outcome: Improve teacher practices and student learning outcomes for all students, particularly ELLs in partner, small group, and whole class discussions.

April 2016

Facilitated by: Department Liaisons

Participants: All teachers in their respective departments Topic: Professional Book Study Groups on a range of topics; teachers will form 3-4 different groups to study professional books together on a topic of their choice (tentative titles include: Learning to Learn in a Second Language; Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom)

Outcome: Teachers will present key learnings, reflections and implications for teaching

May/June 2016

Facilitated by: Department Liaisons

Participants: All teachers in their respective departments

Topic: Reviewing and revising 2014-15 Curriculum. Work in department teams to revise and improve current curriculum. Share recommended changes/revisions across grades and discuss ways to improve outcomes across grades for all students by further aligning our practices and sharing common strategies, models, and vocabulary.

Outcome: Revise and improve the literacy curriculum in anticipation of 2015-16 school year planning.

ELL Professional Development:

December 2015: Building Oral Language as a Support for Literacy Development

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

January 2016: Getting Acquainted with the NYSESLAT: Interpreting 2013-2014 Results and Planning in Relation to the 2014-2015 Exam

Targeted Audience: All classroom teachers, via grade-level Professional Planning Team meetings

February 2016: Academic Vocabulary, Fluency and Comprehension

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

March and April 2016: Differentiating ELL Instruction Across the Content Areas

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

May/June 2016: Scaffolds for ELLs in Content-Area Curriculum Maps

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

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?

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.

This year we will be using Google Docs for communication but we have Skedula (Datacation) to keep record of all correspondence with the parent. The ESL teacher and Guidance Counselor keep track of in-person meetings with ESL students and their parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement means the participation of all parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including, and ensuring that parents play an integral role in assisting their child's learning. Parents are encouraged to be actively involved in their child's education at school. Because parents are full partners in their child's education, they are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. Our parent coordinator, Ms. Moran, acts as liaison to school, parents, faculty and students. She offers spontaneous translation for all meetings such as PTA, SLT and mandated meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Mott Hall School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Urban Advantage, Head Start, Reading First, Early Reading First, Even Start, The Parents as Teachers Program and public pre-school and other programs that conduct and/or encourage parents participation in the education of their children.

5. How do you evaluate the needs of the parents?

Each parent will receive a copy of the Parent Involvement Policy as well as The School-Parent Compact. These documents are revisited and revised at the start of every academic year. The Mott Hall staff meets regularly with parents during Parent Teacher Association Meetings and The School Leadership Team meetings. In these meetings, the students needs and the parents needs are discussed. At these meetings, parents are asked to become involved in planning, designing, and incorporating what they deem important for their children into the Comprehensive Education Plan. In addition, parents are asked to discuss issues and concerns that they may have so that each student's needs are met.

The parent coordinator looks at the HLIS and she finds materials such as directories, pamphlets, etc. from the DOE as well as getting individuals to come to the school and participate in workshops. She also works with various institutions in New York City so that parents and students can enjoy the culture of New York City and what it has to offer. As the Urban Advantage Coordinator, Ms. Moran arranges trips to museums, zoo, etc.

6. How do your parental involvement activities address the needs of the parents?

Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages: Spanish and English. The Mott Hall website has been refined to include an announcement and update line in both English and Spanish. This is done through the parent coordinator, the in-house school staff and The New York City Department of Education. Additionally, the school has purchased translation equipment to be utilized in order to call families with announcements and events in Spanish and in English. To further facilitate communication in the language reflected by the school community, simultaneous translation equipment has been purchased to provide simultaneous translation of English and Spanish of all events, activities, workshops, and educational activities.

The Mott Hall School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement and implement parent workshops/activities which engage and foster involvement in their child's academic achievement such as Curriculum Orientation Nights, Parent's High School Night, ARIS Parent Workshops. As the facilitator of parent workshops, the parent coordinator facilitates the mandated workshops need for the school (Title 1) as well as the Parent Teacher Association. The parent coordinator assists the PTA with its daily function, and any special meeting or event.

The HLIS survey and Parent Survey are used to get an idea about the student's background and the parent coordinator facilitates spontaneous translation for parent activities. As the facilitator of parent workshops the parent coordinator facilitates the mandated workshops (Title 1), as well as the Parent Teacher Association (PTA). The parent coordinator assist the PTA with its daily function and any special meeting or events.

Additionally, the parent coordinator works in collaboration with teachers, staff, administrators and the community based organizations to facilitate and create meaningful activities and events which reflect the school learning community. These activities and events are with the thoughts of creating a school wide learning community of which the parents are an integral part. School wide evenings are planned as a form of immersion into each of the disciplines(Urban Advantage, Family Science Night, and Family Science Day. The involvement of community based organization is essential. Monthly calendar of events, as well as Quarterly Newsletters are distributed to entire learning community. Workshops which inform and assist with the understanding of Department of Education Regulations and policies . (Chancellor's Regulations A510, A660, A650)

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.

Paste response here:

Part VI: LAP Assurances

School Name: **Mott Hall**

School DBN: **223**

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)
Judith De Los Santos Pena	Principal		10/27/15
Natasha Bracey	Assistant Principal		10/27/15
Evelyn Camacho Moran	Parent Coordinator		10/27/15
Kathleen McMahon	ENL/Bilingual Teacher		10/27/15
Marisol Rios/Santa Ventura	Parent		10/27/15
Jennifer Kaiser	Teacher/Subject Area		10/27/15
Keturah David	Teacher/Subject Area		10/27/15
	Coach		10/27/15
	Coach		10/27/15
Renee Benjamin	School Counselor		10/27/15
Manuel Ramirez	Superintendent		10/27/15
	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06m223** School Name: **The Mott Hall School**
Superintendent: **Manuel Ramirez**

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.learnndoe.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.

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

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

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

Part B: 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.)

On an annual basis, we distribute translated versions of Welcome Back Packets (includes Principal Letter, teacher syllabus and school procedures in September. In addition, in September as well, we distribute a school handbook, quarterly newsletters throughout the year, monthly calendars and conference announcements. Our we have a long standing partnership with SASF (sports and arts foundation) who provide an after school program that offer students academic enrichment, music, dance, sports, writing, etc. The after school applications are translated so that the information is accessible and families can be a part of this great after school opportunity. In the beginning of the year and during parent teacher conferences in Sept., Nov., March and May, we have translated versions of student syllabi, curriculum and promotional policy, as well as a translated calendar of New York State tesing dates. Finally, our PTA executive board disseminate information to parents that is always translated (from election, to workshops to fundraising to goal-setting. During the Learning Evironment Survey time information is also sent to parents in their language of preference.

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.

We meet with parents several times throughout the year. At the end of the year and prior to school opening, we host an orientation meetings to discuss materials needed, home connections, parent outreach structures, school and doe policies, academic-social-emotional supports and resources. In September, we meet with parents during Curriculum Night to discuss goals, parent and student supports, school instructional focus. In November, we host parent teacher conferences and inform parents of academic progress, areas of improvement and next steps. In March, we have another opportunity to meet with parents to discuss student progress, benchmark reached and provide parents additional information regarding testing and how to best support our students. In May, we have a final parent teacher conference to discuss goals met in the current academic year, focus areas and provide summer supports and programs, as well as give students packets. Throughout the year, Tuesdays are used for Parent Outreach and support students' academic and social growth. The PTA and parent coordinator partner to offer parent workshops (academic support, CCLS, communication, testing, performance assessments, middle school development stages). The counselor with the support of a part time counselor, call and meet with parents periodically to discuss high school articulation, admissions, opportunities, scholarships, crisis management, IEP, etc. The part time counselor was hired because we realized we had a bilingual need.

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.

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

2. Describe 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.

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

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.)

All staff members will be aware of how to use translation services and the over-the-phone interpretation service through T&I Brochure, Language ID Guide, the language Palm card which will be distributed at staff meetings and Professional Development sessions. Newsletters, monthly and weekly written updates will reinforce how the staff members can use translation services and over-the-phone interpretation services.

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

All school based communications are sent home in English and Spanish. Translation services are provided by our parent coordinator or other bilingual staff for all parent meetings (both individual and group). If a school-based staff member is not available for written or oral translation, or if translation is

needed in a language that cannot be served by school staff, funds have been set aside in the school budget for an outside vendor to provide translation.

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)

Our school will administer a parent survey/questionnaire twice a year (Winter and Spring) that includes feedback on the quality of our ELL instructional program and services. In addition, the principal has quarterly roundtable breakfast with parents to discuss quality of schoolwide programs and services. The feedback is captured and next steps are provided to modify or continue our practices.