

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**09X128**

**School Name:**

**MOTT HALL III**

**Principal:**

**JORISIS STUPART**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Mott Hall III School Number (DBN): 09X128  
Grades Served: 6, 7, 8  
School Address: 580 Crotona Park S, Bronx, New York, 10456  
Phone Number: (718) 842-6138 Fax: (718) 842-6348  
School Contact Person: Rachel Rymer Email Address: [rrymer@schools.nyc.gov](mailto:rrymer@schools.nyc.gov)  
Principal: Jorisis Stupart  
UFT Chapter Leader: Sophia Sanders  
Parents' Association President: Donald Powell  
SLT Chairperson: Mohammed Awal Ayub  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Mohammed Awal Ayub  
Student Representative(s): N/A

**District Information**

District: 09 Superintendent: Leticia Rodriguez-Rosario  
Superintendent's Office Address: 1245 Washington Ave, Bronx, New York 10456  
Superintendent's Email Address: [LRosario2@schools.nyc.gov](mailto:LRosario2@schools.nyc.gov)  
Phone Number: (718) 842-0138 Fax: (718) 410-7017

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Ave, Bronx, New York 10462  
Director's Email Address: [JRuiz2@schools.nyc.gov](mailto:JRuiz2@schools.nyc.gov)  
Phone Number: (718) 828-4222 Fax: (718) 828-2102

## 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)
Jorisis Stupart	*Principal or Designee	
Sophia Sanders	*UFT Chapter Leader or Designee	
Donald Powell	*PA/PTA President or Designated Co-President	
Corinthian Lee	DC 37 Representative (staff), if applicable	
Mohammed Ayub	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Norma Jackson	Member/Parent	
Paulina Garcia	Member/Parent	
Charles Donkoh	Member/Parent	
Jennifer Simon	Member/UFT	
Nelly Mercedes	Member/UFT	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

Mott Hall III is a small school with a strong philosophy of preparing our students for high school and college, both behaviorally and intellectually. Prospective students go through an interview process to attend Mott Hall III and attend our summer orientation program, both of which convey our high expectations for students. At Mott Hall III, we know that if our students are going to be tomorrow's leaders, it is not enough for them to pass their state tests. They must go beyond the standards if they are going to lead.

Mott Hall III is organized into grade and subject level teams that meet on a regular basis. During these meetings, teachers work on collaborative planning and professional development, facilitated by teacher leaders and administrators. In these meetings, our teachers collaborate with colleagues for student success. They examine formative and summative assessment data to share strategies and develop action plans around instruction and individualized student support. In department teams, teachers collaborate to set goals that are aligned with school-wide goals for student achievement and progress. Teachers meet with administrators to share their individual goals for students at the beginning of the year and at key benchmarks throughout the year. Teachers also facilitate the development of specific and measurable goal-setting among their students.

We are in our second year of implementing the DOE-recommended curricula of Expeditionary Learning in ELA and CMP3 in Math. Teachers use the modules and resources from these curricula flexibly, with the needs of their students in mind and with ongoing assessment data informing their instruction. Over the last three years, administrators have worked with department teams to develop Planning Guides for each subject. These planning guides establish coherent practices for curriculum planning, assessment, and progress tracking to inform their instruction. While the Curriculum Map and Unit Plan templates are used by teachers throughout the school, each department also has developed lesson plan templates for use by all subject teachers. Teachers consulted the Danielson Framework for Teaching to develop their lesson plans, emphasizing student time on task and with specific areas for planning higher-order questions, and strategies to meet student needs.

Teachers use rubrics, student reflections, and portfolios throughout the curriculum, and our annual Science Expo and twice-yearly Curriculum Expos nurture our culture of student accountability and quality work. Student excellence is celebrated in regular awards assemblies and monthly incentives. Our annual Career Day allows us to reinforce our high expectations of students and expose them to professional and academic opportunities beyond their experience. Academic Intervention Services are provided for struggling students during class through differentiated activities and during our after school program for ELA and Math.

Our student population includes 14% of students with Individualized Educational Plans and 11% English Language Learners. We have an Integrated Co-Teaching (ICT) classroom on each grade and two self-contained special education classrooms. Special education teachers, both in ICT and self-contained roles, have planning meetings weekly with regular education ELA and Math teachers to plan collaboratively, differentiate, and adapt the curriculum to support students with IEPs to meet subject-area standards. Students in self-contained classrooms have individualized, flexible schedules in which they "push-in" to ICT classes where appropriate, including art, physical education, social studies, and others. English Language Learners receive support from the school's ESL teacher using a push-in model during regular education science classes. The ESL teacher meets weekly with members of the science department to plan instruction and make modifications to support ELL students' acquisition of academic vocabulary and content area reading.

In addition to a quality, standards-based academic curriculum, Mott Hall III offers students a variety of enrichment opportunities both during the school day and after school. Our Mott Hall III Schoolwide Enrichment Clusters include

dance, chorus, MH3 Rockstars, and Baker's Delight. After school, our offerings include dance, track, basketball, baseball, Specialized High School Preparation, and Chess. Our winning chess team participates in tournaments throughout the year. We also pride ourselves on our one-to-one computer-to-student ratio at Mott Hall III. All classrooms are equipped with Smartboards, all teachers sign up to use our state-of-the-art computer lab with their classes, and all classrooms have easy access to laptop carts to maximize technology integration in the classroom.

Because of our rich and rigorous curriculum, our commitment of offering all students access to that curriculum, our systems for maintaining high expectations for all students, and our variety of high-quality enrichment opportunities, we consider "Rigorous Instruction," "Supportive Environment," and "Collaborative Teachers" to be our strongest elements from the elements that comprise the *Framework for Great Schools*. In her Quality Review Report, the DOE's Sandra Litrico highlighted these features by rating our school "Well Developed" in Quality Review indicators 1.1, 3.4, and 4.2 when she visited our school in November 2014. She cited Indicator 1.1, which pertains to engaging, rigorous, and coherent curricula in all subjects, as an "Area of Celebration," writing, "The school's curriculum builds coherence across grades and subject areas and promotes college and career readiness for all students." We have made strides in all three of these areas of the Framework over the past two years, ensuring curricular alignment to the Common Core Standards, growing into a model Positive Behavior Incentives and Supports (PBIS) school, and engaging all teachers in the inquiry process during our expanded professional learning time.

We hope to build on these strengths to focus on the other two elements from the Framework: School Leadership and School-Community Ties. While teacher leaders play a large role in the functioning of teacher teams and the school as a whole, in the upcoming school year we hope to formalize the roles and functions of those teacher leaders to improve communication and maximize coherence across all teams. In addition, we would like to focus on improving in the area of "School-Community Ties." While we pride ourselves on maintaining communication systems and family engagement events throughout the school year, the majority of these systems and events operate outside of the parameters of the school day. In the upcoming year, we seek to provide more opportunities for parents to engage with their children's educational experiences during the school day. Central to achieving this goal will be the coordinated efforts of a Parent Engagement committee, to be established in the fall.

## 09X128 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	359	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.9%	% Attendance Rate		93.9%
% Free Lunch	86.5%	% Reduced Lunch		8.3%
% Limited English Proficient	7.4%	% Students with Disabilities		13.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		40.2%
% Hispanic or Latino	56.7%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# 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)		12.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	29.9%	Mathematics Performance at levels 3 & 4		38.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		73.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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			
<b>Accountability Status – High Schools</b>				
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.

As stated in our “CEP Overview,” the area of Rigorous Curriculum represents a strength for our school. Sandra Litrico, our Quality Reviewer in 2014, highlighted this area in her report as an Area of Celebration. She described her observations of high-level tasks, classroom discussions, rigorous investigations, and argumentative writing assessments throughout the curriculum. She also cited the Planning Guides that have been developed by administrators and department teams to establish coherent practices for curriculum planning, assessment, and progress tracking among all teachers. These strengths in the area of rigorous instruction may contribute to the fact that our students regularly perform on par with, or outperform, their peers on statewide assessments throughout the city and state. It also explains why 94% of parents agreed with the statement, “My child’s school gives my child meaningful assignments that help him or her learn” on the 2014 NYC School Survey.

While we take pride in our accomplishments in the area of Rigorous Curriculum, we also consistently examine our data to set goals for academic improvements. In the 2013-14 school year, 29.9% of students achieved a Level 3 and 4 on the New York State ELA Exam. This percentage of students meeting proficiency decreased due to the increasing complexity of the ELA Common Core-aligned state assessments. In the area of progress, our students’ median growth percentile in ELA was 68, increasing from a 63 during the previous year. The data shows that we must continue key initiatives to push our students to make individual progress toward rigorous learning goals using an assessment-driven and engaging curriculum. We must also ensure that we implement the Expeditionary Learning curriculum in a way that aligns to the goals of the standards, so that students are prepared to demonstrate proficiency on the 2016 ELA Exam.

In the 2013-14 school year, 38.5% of students achieved a Level 3 and 4 on the New York State Math Exam. This percentage of students meeting proficiency increased from 69% during the previous year. This data shows that we must continue key initiatives to push our students to make individual progress toward rigorous learning goals using an assessment-driven and engaging curriculum. We must also ensure that we implement the CMP3 curriculum in a way that aligns each unit to the demands of the new standards, so that students are prepared to demonstrate proficiency on the 2015 Math Exam.

While we have not yet received our most recent data from the 2015 ELA and Math Exams, these are the key data points we used to determine our ELA and Math goals this year. We will be updating them upon receipt of students’ test scores for the current year.

### 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 May 2016, Mott Hall III students’ proficiency and median growth percentile in ELA and Math will increase by 5 as measured by the NYS ELA and Math Exam.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Implementation of Common Core-aligned Expeditionary Learning and CMP3 curriculum in each grade.</p>	<p>All students</p>	<p>September 9 – June 28</p>	<p>ELA and Math teachers, in collaboration with the Admin team, plan weekly to implement the Common Core-aligned Expeditionary Learning and CMP3 curriculum in each grade.</p>
<p>The scheduling of each class to receive 8 hour-long periods of ELA and Math instruction each week; approximately two-thirds of these periods will be devoted to the Common Core curriculum, and one-third will be devoted to instruction in skills such as grammar and vocabulary in ELA and foundational mathematical skills in Math.</p>	<p>All students</p>	<p>September 9 – June 28</p>	<p>The Assistant Principal, Ms. Joanna Mora, will design the school program. ELA and Math teachers will work together with their supervisors to plan for using this time on Common Core Curriculum and skills classes.</p>
<p>ELA and Math Department Professional Development: Engage in professional development on the following topics:</p> <ul style="list-style-type: none"> <li>– Understanding the “instructional shifts” demanded by the Common Core Standards in ELA and Math;</li> <li>– Implementing the Expeditionary Learning ELA curriculum and the CMP3 Math curriculum using a responsive assessment-driven approach;</li> <li>– Looking at student work and using data to plan instructional next steps;</li> <li>– Other topics related to the Common Core Learning Standards, <i>Framework for Great Schools</i>, EngageNY, and Expeditionary Learning and CMP3 curriculum.</li> </ul>	<p>All teachers</p>	<p>August 26 (the start of our Teacher Orientation) – June 28</p>	<p>The admin team plans and facilitates ELA and Math professional development during regular meetings.</p>

<p>Data-Driven Curricular Structures:</p> <ul style="list-style-type: none"> <li>– Administration of unit tests aligned with the Common Core Learning Standards from each unit in the curriculum;</li> <li>– Analysis of this data in planning and department meetings;</li> <li>– Data conversation meetings between teachers and administrators after each marking period; and</li> <li>– Ongoing goal-setting, assessment, and reflection for students as part of the ELA and Math curriculum.</li> </ul>	All teachers	August 26 – June 28	The admin team schedules and plans for Data Conversations with teachers at the end of each marking period. Teachers implement unit tests and analyze the results at the end of each unit.
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>We leverage all of our school personnel to support this goal. Instructionally, we invest in curriculum materials and professional development to support our teachers’ implementation of Common Core-aligned materials, and we have designed the schedule to provide time for planning meetings among teachers. Our Monday and Tuesday professional time is organized to support teacher professional development, and our Parent Engagement time is used to consolidate our efforts.</p>											
<p><b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>In ELA, we use both the Fall and Spring benchmark assessments as well as the Performance Series assessments to track student progress throughout the year. We will analyze data from the Fall benchmarks, as well as growth in student scores on the mid-year administration of the Performance Series assessments, to track student progress toward our ELA goal.</p>
<p>In Math, we use teacher-created unit assessments to track student progress throughout the year. We will analyze data from these unit tests to track student progress toward our Math goal.</p>
<p>In both Math and ELA, we will be conducting a Test Simulation in February 2016 to identify students' current performance toward the goal their next steps for progress.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.

Three years ago, our school implemented Positive Behavior Incentives and Supports (PBIS), hiring a teacher to attend professional development and act as our PBIS coordinator and engaging teachers in training around the system. At this point, we have fully implemented Tier I of the PBIS, focused on school-wide systems that support positive student behavior. As a staff, we collaboratively developed the “3 C’s” to promote the qualities that we felt were crucial to student success: Citizenship, Caring, and Conviction. Throughout the school day, teachers acknowledge students who demonstrate the 3 C’s by giving them “C-notes” and verbally acknowledging their efforts. Every two weeks, grade teams plan incentives for students, and students use their C-notes to participate in these incentives.

We have noted a positive boost in the tone of our school since our implementation of the PBIS system. This year we hope to build on our strengths and ensure coherence within all areas of our Tier 1 PBIS implementation. We also hope to implement Tier 2 of the PBIS system to address students with more significant behavior modification needs.

### 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, SWIS data will demonstrate 80% fidelity with the universal tier of PBIS and 50% fidelity with the targeted intervention tier of PBIS as reflected in a 20% reduction in Office-Discipline Referrals.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create a Tier 2 committee to support the initiation of Tier 2 activities within the PBIS system.</p>	<p>Teachers and students</p>	<p>August 26 – June 28</p>	<p>The PBIS Coordinator, with the support of the administration</p>
<p>Conduct professional learning for teachers around areas of concern within implementation of Tier 1, using data from SWIS as well as teacher input to identify these needs.</p>	<p>Teachers</p>	<p>August 26 – June 28</p>	<p>The PBIS Coordinator, with the support of the administration</p>
<p>Enhance the role of administrators in implementing Tier 1 and Tier 2 systems.</p>	<p>Administrators</p>	<p>August 31 – June 28</p>	<p>The PBIS Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>We will need to ensure that our PBIS Coordinator has adequate time to fulfill important activities that are part of this action plan. We will need to ensure that time is appropriated for meetings of the PBIS Tier 1 and Tier 2 committees.</p>											
<p><b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>In February 2016, we will examine SWIS student referral data to assess our progress toward this goal.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## 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.

From its inception, Mott Hall III has been a school built upon collaboration among teachers. Teachers are organized into a variety of teams throughout the school and collaborate to ensure student success. From formalized mentoring relationships and structured grade and department teams, to informal collegial support offered among all teachers, our teachers support one another in every aspect of their practice. Teachers’ commitment to collaboration is revealed in their responses on the 2014 NYC School Survey: 100% of teachers answered that they felt supported by other teachers at their school to some or to a great extent.

The allocation of professional learning time during the school day gave us an opportunity to build on our culture of collaboration to support collaborative professional development among teachers. We used our professional learning time to provide collaborative, focused, and action-based inquiry work among teacher teams. We developed areas of study for each of these inquiry groups using feedback from our Principal’s Performance Review (PPR) and Quality Review visits, in addition to the Citywide Instructional Expectations and the Danielson Framework for Teaching. From these data sources, we developed three foci for our teacher-led inquiry groups: Differentiation, Formative Assessment, and Questioning and Discussion Techniques. Teachers identified another area – Writing Instruction – as an area they would like to improve, and we created a fourth group for that study. Each of our four inquiry groups identified a research question, intended outcomes, and a course of action to direct their learning, using the inquiry process as a model. This work gave teachers the opportunity to experiment with and refine their best practices in their chosen area of study, which they then shared with their colleagues.

Next year, we hope to build on the work we have accomplished this year and strengthen our inquiry groups by implementing feedback that we received from teachers. Teachers indicated the following areas to strengthen our collaborative inquiry work in teacher teams:

- Develop a year-long calendar for inquiry work, including regular cycles for researching, implementing, evaluating, and sharing strategies for improvement;
- Utilize protocols for discussing professional literature, analyzing data, and looking at student work more systematically within each professional learning group; and
- Incorporate regular opportunities for videotaping teacher practice and collaboratively viewing and debriefing within professional learning groups.

We received these recommendations directly from teachers at individual summative End-of-Year conferences and at our annual Faculty Retreat during Chancellor’s Conference Day in June. In their suggestions, teachers echoed feedback that we received from the DOE’s Sandra Litrico, who visited us during our Quality Review in November and recommended that we employ common protocols to deepen professional learning within teacher teams.

### 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, M measurable, Achievable, Relevant, and Time-bound.

100% of teachers will engage in collaborative inquiry around schoolwide areas of focus in order to plan cognitively challenging and accessible CCSS-aligned tasks, as evidenced by improved practices in key areas of the Danielson rubric (1e, 3b, 3c, 3d) by June 2015.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Learning Group Meetings: All teachers will participate in weekly meetings of professional learning groups organized around topics that are vital to improving teacher practice. These groups will identify a professional text to read as a resource, develop an action plan to guide their work, and strategies to implement for action research.</p>	<p>All teachers</p>	<p>August 26 (the start of our Teacher Orientation) – June 28</p>	<p>The admin team coordinates the organization of professional learning groups, with support from teacher leaders</p>
<p>Interdisciplinary Collaboration: In grade team meetings and special ELA/Content Area meetings, teachers work to develop collaborative plans for teaching key skills across multiple subject areas. They also develop interdisciplinary projects that students work on in several classrooms.</p>	<p>All teachers</p>	<p>August 26 – June 28</p>	<p>The admin team coordinates ELA/Content Area teacher meetings and supervises the implementation of interdisciplinary projects.</p>
<p>Formative Assessments: Teachers use formative assessments to identify individual student learning needs in their daily lesson plans. Selections from these formative assessments are discussed in planning meetings among teachers, grade team meetings using a Looking at Student Work (LASW) protocol, and during data conversations between teachers and administrators.</p>	<p>All teachers</p>	<p>August 26 – June 28</p>	<p>The admin team coordinates the use and analysis of formative assessments in teacher team meetings.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Central to our achievement of this action plan will be the allocation of time on Mondays and Tuesdays for professional learning. At the beginning of the year, we will meet as an admin team and plan the professional learning for the year, using input from teachers. We will use professional learning texts and DOE resources such as the Professional Learning Handbook to guide our work on this action plan.											
<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
In February 2016, members of the admin team will examine data from classroom observations and professional learning group activities to assess their progress toward the goal.										
<b>Part 5b.</b> 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.

Many of our school’s strengths in the area of distributive school leadership are grounded in our school’s history. Our founding principal, Jorisis Stupart, worked as a teacher at a different District 9 school before founding Mott Hall III with a vision of creating a nurturing, rigorous educational experience for children. Ms. Stupart enlisted several teacher leaders at her school to join her in her endeavor, and this core group spent hours developing and refining systems that are still in use at our school today. Our organization continues to value teacher leadership, and to incorporate systems for leadership into every aspect of the school’s daily operations. Members of each grade team meet weekly in meetings that are facilitated by the supervisory administrator and a member of the team who acts as grade team leader. These team leaders serve as communication liasions among all members of the team, and they help to coordinate grade-wide initiatives such as grade-wide trips and individual student interventions. Subject department teams also meet regularly. These team meetings are facilitated by teacher leaders with the support of administrators. Teachers also serve in leadership roles within professional learning groups; these roles include meeting facilitators and recorders, who update professional learning groups’ progress on Google docs shared with the entire school community.

Our school’s teacher leaders operate in a variety of roles, with goals and procedures that vary from one team to the next, and over the last year we have identified the need to develop stronger communication systems and greater consistency in the tools and strategies used across teams. This communication and consistency will help to ensure coherence in our work, maximize the effectiveness of all teams, and improve our progress toward schoolwide priorities.

### **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.

100% of teacher leaders will engage in leadership meetings with administration and use formalized protocols to achieve strategic priorities and drive professional growth by June 2016.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Schedule regular team leader meetings to facilitate stronger communication among all members of the school faculty and foster coherent practices among grade teams.</p>	<p>Grade Team Leaders</p>	<p>September 9 – June 28</p>	<p>AP Joanna Mora develops the school schedule to accommodate team leader meetings; the entire admin team will develop agendas for these meetings.</p>
<p>Schedule regular department leader meetings to strengthen communication and align practices for curriculum planning, instruction, assessment and data collection, and professional learning across subject departments.</p>	<p>Subject team leaders</p>	<p>September 9 – June 28</p>	<p>AP Joanna Mora develops the school schedule to accommodate department leader meetings; the entire admin team will develop agendas for these meetings.</p>
<p>Develop and plan for implementation of coherent protocols across teacher team meetings for structuring group discussions, data analysis, and looking at student work.</p>	<p>All teachers</p>	<p>September 9 – June 28</p>	<p>The admin team will coordinate the development and implementation of protocols for teacher team meetings.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>We will need to accommodate into our school program meeting time for team leaders and department leaders to convene to discuss current initiatives and coherent practices. We will use instructional resources such as protocols to guide our work in professional learning. Each grade team meets once a week currently; we will need to work within our school program and professional learning time to accommodate more frequent meetings among subject departments.</p>											
<p><b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

In February 2016, we will meet as an admin team with teacher leaders to assess the progress of teacher teams toward our goal.

**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.

Over the last fourteen years of its existence, our school has worked to develop, refine, and maintain a number of systems and events that engage parents, enrich the civic life of the school, and support student achievement. Our Edline gradebook system is updated regularly by teachers. Using a unique username and password, parents can log in to the system to check their children’s grades and intervene to address issues before the marking period ends. Every Friday, students receive progress reports, which are also maintained through an online system. Teachers make comments on student progress reports regarding student behavior and academic progress during the week; students return their progress reports, with their parents’ signatures, the following Monday. Our student handbook, which every student receives at the beginning of the year, lists the email addresses and phone numbers for every teacher and staff member at the school. Students also receive the school calendar, which lists a variety of family events that engage parents and celebrate students throughout the year. These events include Family Day, held as the final day of our student Orientation week, the 3 C’s Fall Fiesta, which launches our implementation of PBIS, and celebratory performances and gatherings in honor of Hispanic Heritage Month, Black History Month, and Mother’s Day. These events are hallmarks for our school community. All stakeholders look forward to them each year. They serve to draw new families in to our Mott Hall III family, and to tighten our bond with the families of our older students.

These schoolwide systems and events may contribute to the positive responses our parents make on the NYC School Survey every year. In 2014, 95% of parents agreed with the statement, “My child’s school makes me feel welcome.”

Our areas of strength in the area of Family and Community Ties can be used to develop our school’s identified areas of need. Most of our parent engagement events take place outside of the regular school day. We should further develop opportunities for parents to participate in the daily operation of the school.

### 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.

By June 2016, our school will experience an increase in 25% of parent participation in events and activities that are central to the daily operation of the school.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Assemble a parent engagement committee comprised of our guidance counselor, Parent Coordinator, Community Coordinator, PTA board members, PBIS Coordinator, and key faculty members. Arrange for regular meetings of this team during Parent Engagement Tuesday professional time.</p>	<p>Mott Hall III families and community members.</p>	<p>August 31 (Start of Student Orientation) – June 28</p>	<p>The admin team will supervise the Parent Engagement Team.</p>
<p>Work with the Parent Engagement Team to identify areas of potential parent participation, including in-class academic activities, schoolwide fundraising initiatives, and roles within our after school program.</p>	<p>Mott Hall III families and community members.</p>	<p>August 31 – June 28</p>	<p>The admin team will facilitate meetings of the Parent Engagement Team.</p>
<p>Develop an action plan for boosting parent engagement, with regular benchmarks to assess progress toward goals.</p>	<p>Mott Hall III families and community members</p>	<p>August 31 – June 28</p>	<p>The admin team will work with the Parent Engagement Team to develop an action plan.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>We will need to allocate portions of our Tuesday Parent Engagement time for meetings of the Parent Engagement Team. We will use the resources of the team, including our Parent Coordinator and Community Coordinator, to accomplish this action plan.</p>											
<p><b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

In January 2016, the parent engagement committee will assess parent attendance at events, workshops, and daily school activities. These will help us to assess our progress toward increasing parent participation in the daily operation of the school.

**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)	ELA test scores; Student Lexile and TC Assessment Reading Levels, as measured by Performance Series and TC Assessments	<ul style="list-style-type: none"> <li>• Students are guided in choosing independent reading books that meet their independent reading level. <b>Individual conferences</b> with students help teachers assess students' comprehension of the texts they have selected.</li> <li>• Teachers <b>scaffold concepts, preview vocabulary</b>, and give <b>graphic organizers</b> to students to support their comprehension of complex content.</li> <li>• <b>Student partnerships</b> in reading support students' comprehension of texts, including their comprehension of advanced vocabulary.</li> <li>• Our SETSS, ESL, and Special Education teachers provide additional support for students in a <b>push-in</b> setting. They also <b>modify major assessments</b> for students with IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading conferences: one-to-one</li> <li>• Push-in support: small-group targeted instruction</li> <li>• Student partnerships: one-to-one</li> <li>• Curricular supports in reading and writing: Whole-class</li> <li>• After school tutoring: Small-group targeted support</li> </ul>	Daily during ELA class, and during after school academic instruction Monday through Thursday

		<ul style="list-style-type: none"> <li>• Teachers use interactive read-aloud to build engagement and comprehension of complex texts.</li> <li>• Teachers use a <b>standardized rubric</b> to assess student writing. Students receive instruction in how to use this rubric to assess and improve their own written pieces.</li> <li>• AIS students also receive after school tutoring. The ELA after school curriculum consists of <b>nonfiction reading</b> supported in <b>small group book clubs</b> .</li> </ul>		
<p><b>Mathematics</b></p>	<p>NYS Mathematics Test Scores; scores on end-of-unit assessments</p>	<ul style="list-style-type: none"> <li>• All of our students are enrolled in Math skills classes for at least three hour-long periods each week. During this class, students use the <b>individualized and differentiated computer program</b> , Khan Academy, to receive targeted practice.</li> <li>• Our SETSS, ESL, and Special Education teachers provide additional support for students in a <b>push-in</b> setting. They also <b>modify major assessments</b> for students with IEPs.</li> <li>• AIS students also receive after school tutoring in math.</li> </ul>	<ul style="list-style-type: none"> <li>• Math Skills class: Individualized instruction through a computer-based program</li> <li>• Push-in and Pull-out Support: Small-group targeted instruction</li> <li>• After school tutoring: Small-group instruction</li> </ul>	<p>Daily during Math class, and during after school academic instruction Monday through Thursday</p>

<p><b>Science</b></p>	<p>Scores on end-of-unit assessments</p>	<ul style="list-style-type: none"> <li>• Our Science teachers expose students to <b>hands-on, in-depth science investigations</b> that are focused on making abstract concepts more concrete.</li> <li>• Students work with <b>partners and in small groups</b> to support one another's progress in science labs and other assessments.</li> <li>• Teachers give students targeted <b>practice with core reading strategies</b> by dedicating at least one period each week to reading from <u>Science World</u> magazine.</li> <li>• Students receive <b>checklists, rubrics, and benchmark deadlines</b> to successfully complete major assessments, such as their Science Expo projects.</li> <li>• Special education teachers work with Social Studies teachers to make <b>modifications</b> to major tasks and assessments for students with IEPs.</li> <li>• SETTS and ESL teachers provide individual support for students in push-in settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional approaches, reading practice, and additional supports with the whole class</li> <li>• Push-in and Pull-out support: small-group targeted instruction</li> <li>• Student partnerships and groups: one-to-one and small-group</li> </ul>	<p>Daily during science class</p>
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<p><b>Social Studies</b></p>	<p>Scores on end-of-unit assessments</p>	<ul style="list-style-type: none"> <li>• Our Social Studies teachers use <b>chunking</b> and <b>annotating</b> to facilitate all students' understanding of content readings.</li> <li>• Teachers <b>preview vocabulary</b> before reading prior to reading complex passages with students.</li> <li>• Special education teachers work with Social Studies teachers to make <b>modifications</b> to major tasks and assessments for students with IEPs.</li> <li>• Teachers provide <b>graphic organizers</b> to help students organize their notes from reading and prepare for writing.</li> <li>• Teachers <b>scaffold skills</b> prior to engaging students in reading tasks.</li> <li>• Special education teachers work with Social Studies teachers to make <b>modifications</b> to major tasks and assessments for students with IEPs.</li> <li>• SETTS and ESL teachers provide individual support for students in push-in settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional approaches, reading practice, and additional supports with the whole class</li> <li>• Push-in and Pull-out support: small-group targeted instruction</li> <li>• Student partnerships and groups: one-to-one and small-group</li> </ul>	<p>Daily during social studies class</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor,</p>	<p>Mandated students as written in their IEPs; At-Risk students</p>	<ul style="list-style-type: none"> <li>• Group counseling</li> </ul>	<p>One-to-one, small group, and whole-school support</p>	<p>Counseling sessions scheduled during the school day.</p>

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>who are referred by teachers</p>	<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Family counseling</li> <li>• Referrals to outside counseling agencies</li> <li>• Participation in the Advisory committee to support the weekly schoolwide Advisory program, including individual teacher-advisors, in guiding at-risk students to make wise decisions for their future</li> </ul>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 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).
<ul style="list-style-type: none"> <li>• Within the regular PD structures within our school (weekly planning meetings, regular department meetings, weekly grade team meetings, and regular faculty conferences), teachers learn about the following topics:             <ul style="list-style-type: none"> <li>♣ Understanding the "instructional shifts" demanded by the Common Core State Standards, as well as the six elements of the Framework for Great Schools;</li> <li>♣ Using the "Released Questions with Annotations" guides to the NYS ELA and Math tests to analyze the ways in which specific Common Core Standards are tested;</li> </ul> </li> </ul>

- ♣ Implementing common-core aligned curriculum in a way that is responsive to student need and aligned with New York State testing demands;
  - ♣ Looking at student work and using data to plan instructional next steps;
  - ♣ Collaborating to support students' literacy practices across ELA and content area classes, including the use of common strategies for teaching argument writing, citing evidence for ideas drawn from text, and conducting close reading of complex texts; and
  - ♣ Moving instructional practice along key areas of the Danielson rubric, including 3b: Using Questioning and Discussion Techniques and 3d: Using Assessment in Instruction.
- All teachers are given Planning Guides for their departments. These planning guides delineate coherent practices for each department, including templates for Curriculum Maps, Unit Plans, and Lesson Plans. Each of these templates allows teachers to describe the Common Core Standards addressed in each plan.
  - Administration plans and facilitates Data Conversations with teachers after each marking period to analyze recent assessment data and develop action plans in response to areas of weakness. This fosters ongoing goal-setting, assessment, and reflection among teachers and administrators around assessment data aligned to Common Core Standards.

**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.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	312,069.00	X	Sections 5A, 5B, 5C, and 5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5A, 5C, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,118,751.00	X	Sections 5A, 5B, 5C, 5D, 5E

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- 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.

<sup>2</sup>The **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.

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**MOTT HALL III**

**MIDDLE SCHOOL 128**

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**Jorisis Stupart, Principal \* Joanna Mora, AP \* Rachel Rymer, AP**

### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Mott Hall III**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Mott Hall III** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **Mott Hall III**

#### **School-Parent Compact (SPC)**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

### Part C: Professional Development

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>128</b>
School Name <b>Mott Hall III</b>		

**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 <b>Jorisis Stupart</b>	Assistant Principal <b>Joanna Mora</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Mary Garrett</b>	School Counselor <b>Jennifer Simon</b>
Teacher/Subject Area <b>Andrew Hendricks/ELA</b>	Parent <b>Norma Jackson</b>
Teacher/Subject Area <b>Christa Buccola/Science</b>	Parent Coordinator <b>Ernesto Martinez</b>
Related-Service Provider <b>Felicia Jackson</b>	Borough Field Support Center Staff Member <b>Luis Quan</b>
Superintendent <b>Leticia Rosario-Rodriguez</b>	Other (Name and Title) <b>type here</b>

**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	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <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]	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	370	Total number of ELLs	23	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	23	<b>Newcomers</b> (ELLs receiving service 0-3 years)	2	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	12	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

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		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	2			12		4	9		8		0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							0	0	0					0
SELECT ONE							0	0	0					0
SELECT ONE Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**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	6	4					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	5	0					0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							0	0	0					0
<b>Emerging</b> (Low Intermediate)							0	3	2					0
<b>Transitioning</b> (High Intermediate)							1	0	0					0
<b>Expanding</b> (Advanced)							7	8	2					0
<b>Commanding</b> (Proficient)							1	2	1					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	0	0					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							7	5	2					0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8			5		2				0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We use the Scantron Performance Series assessments to assess the early literacy skills of our ELLs. For ELLs with disabilities, we also administer the TCRWP Assessments where most of the students fall between J-O. Data from these assessments show that the majority of our ELLs are reading 2-3 levels below grade level. This data has informed the schedule and strategies that our ESL teacher uses to support the ELLs at our school. This teacher's schedule allows her to co-teach in Science and Social Studies classes, where skills from the Common Core Standards for Literacy in Science and Social Studies are emphasized, and to support her students' development and comprehension of the context reduced nonfiction reading in those content areas. She also uses the data to inform her of which instructional strategies would best improve a student's comprehension of the content including text chunking, pre-teaching and modeling.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across proficiency levels on the NYSITELL and NYSESLAT and grades demonstrate that many of our students perform higher on listening and/or speaking skills than they do on reading and writing. Therefore, much of the instructional support that our teachers offer to our English Language Learners is focused on scaffolding for reading complex texts and writing cohesive essays.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school exceeded both AMAO target 1 (percentage of students making progress in English as per the NYSESLAT) and AMAO target 2 (21.3% of students scoring proficient commanding on the NYSESLAT) according to RLAT data for the 2014-2015 testing year. Students demonstrated strength in their speaking abilities as indicated by the NYSESLAT. Because of this, teachers incorporate collaborative work, group discussions, and partner "turn and talks" during their lessons to support their comprehension of content. ELL students' writing scores show that this is the area in which they need the most instruction and support. Because of this need, teachers use graphic organizers, sentence stems, teacher conferences, partner work, checklists and rubrics, and other scaffolds to promote students' writing development. In addition, ELL students are scheduled for the appropriate number of ENL instructional hours according to their ENL levels.

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

## Part IV: ELL Identification Process

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

- 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.  
At Mott Hall III, we follow specific steps in order to identify ELLs within ten days of the student's admission. Administration immediately informs the ENL coordinator of new admits who contacts parents to come in to fill in the HLIS. The school's state certified ENL teacher, Mary Garrett, conducts the initial screening and administers the HLIS and NYSITELL often at the time of admission but always within two school days. She meets with families and conducts an informal interview in English and the native language. If the HLIS shows that a language other than English is spoken in the child's home, Ms. Garrett administers the NYSITELL. Students who speak Spanish at home and score at or below proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance. Students that score below proficiency are eligible for mandated ELL services.
- 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).

If there are indications within the ELL Identification Process or during the first 30 days after initial enrollment that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process. We administer the oral interview questionnaire and the LENS if applicable. Results are entered into BNDC.

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).

If a student is suspected of having a learning disability at the time of initial enrollment a LPT is formed to make a recommendation regarding the initial ELL assessment. The team uses the process outlined in steps 1 and 2 of CR 154 including an individual interview. If the LPT recommends the student should not take the NYSITELL the principal makes a determination based on the evidence with final determination going to the superintendent if needed.

Our Language Proficiency Team:

Principal: Ms. Jorisis Stupart

Assistant Principal: Ms. Joanna Mora

ENL teacher (certified ESL pedagogue) : Ms. Mary Garrett

Special Education Teacher: Ms. Marisa Maldonado

Student's Parents

Translator as needed. We have several onsite translators for Spanish. For lower incidence languages we would employ the services of the OELL's Translation and Interpretation Unit.

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.

Our ENL teacher, Mary Garrett, distributes entitlement letters to students the day she administers the NYSITELL to them and they score below proficiency. Ms. Garrett distributes non-entitlement letters to those who score at or above proficiency. Continued entitlement letters are sent to those students who score below proficiency on the NYSESLAT as they continue to receive services. Letters are sent home in English and the student's L1. We have readily available copies of the letters for high incidence languages. For lower incidence languages we would employ the services of the OELL's Translation and Interpretation Unit. All students are encouraged to return these letters promptly, and follow-up phone calls are made to students who do not return them within two school days. A copy of each signed entitlement letter is given to the Ms. Mora and Ms. Rymer, assistant principals, and the originals are filed in students' cumulative folders

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).

Parents are orally informed of their right to appeal ELL status as part of the parent orientation meeting conducted by Ms. Garrett and in writing as part of the entitlement letters. We have readily available copies of the letters for high incidence languages. For lower incidence languages we would employ the services of the OELL's Translation and Interpretation Unit. A copy of each letter is given to the Ms. Mora and Ms. Rymer, assistant principals, and the originals are filed in students' cumulative folders

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.

Ms. Garrett informs all families of their options for ELL services by use of the Parent Orientation video, found on the DOE website in the parents' home language, and by giving them the Parent Choice letter in the parent's preferred language. Our Parent Coordinator, Ernesto Martinez, assists her in meeting with parents and offering translation for Spanish-speaking parents. Ms. Garrett and Mr. Martinez discuss with parents their choice of program for their child, and inform them of the ENL program our school currently offers. This process takes place on the same day that the parent takes the HLIS and within ten days of the student's enrollment at our school. If parents do not make a selection we chose the default choice of a Bilingual Program. Original selection letters are kept in a student's cumulative folders and a copy is kept in the ELL Folder of Critical Documents.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are encouraged to fill out the Parent Survey and Program selection form during their orientation. Parents are called, texted, and emailed until the letters are returned by our Parent Coordinator, Ernesto Martinez. We keep a table in the ELL Folder of Critical Documents of parent's program selection organized by grade. Original selection letters are kept in a student's cumulative folders and a copy is kept in the ELL Folder of Critical Documents. If enough students by grade select a TBE/DL program we would start a TBE/DL program as outlined in CR 154 and would contact parents accordingly. If needed, we would call the Translation and Interpretation Unit for translation.

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

A chart of outstanding Parent Survey and Program Selections is made after the scoring of the NYSITELL and the initial letters sent out. by the ENL Coordinator. Calls, texts, and emails are sent out until all letters are collected and checked off the chart. If needed, we would call the Translation and Interpretation Unit for translation.

9. Describe how your school ensures that placement parent notification letters are distributed.  
In September the ENL Coordinator reviews the enrolled roster of ELLs by performing an RLAT search on ATS and distributes the placement parent notification letters in English and Spanish. The letters are returned signed, with originals going into student's cumulative file. A copy goes into the school's ELL Folder of Critical Documents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL Coordinator files all ELL necessary documentation as outlined in CR 154 in the student's cumulative record and makes copies to be kept in the school's ELL Folder of Critical Documents.
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.  
In September, we use the NYS Assessment Calendar to determine our dates for administering each section of the NYSESLAT. We use the RLAT function on ATS to determine student eligibility for the assessment. Ms. Garrett, the ENL teacher, administers the Speaking and Listening section of the NYSESLAT first, scheduling 1-2 students per testing session. She administers the Speaking and Listening session to each student and she records their answers using a computer recording device. Then, another teacher and the two assistant principals use that recording to score student responses. After administering the speaking and listening sections of the NYSESLAT, the ENL teacher then administers the other three sections of the test, according to students' grade band on three consecutive days with later two days set aside for make-up sessions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
In September the ENL coordinator reviews the enrolled roster of ELLs by using the RLAT function on ATS and distributes the continued entitlement and transitional support parent notification letters in English and Spanish. The letters are returned signed, with originals going into student's cumulative file and a copy going into the school's ELL Folder of Critical Documents. We have readily available copies of the letters for high incidence languages. For lower incidence languages we would employ the services of the OELL's Translation and Interpretation Unit.
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).  
We have had only two students who have immigrated from another country and taken the NYSITELL for the first time; in each case, parents have chosen an ENL program for their children, which aligns with our program offering. If parents indicated that they wanted a bilingual program we would offer one as per the Aspira Consent Decree.

## 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.  
ENL instruction is delivered using the intergrated co-teaching model with two certified teachers (content area teacher and ENL teacher). During integrated instruction, teachers collaborate, instruct, and assess the progress of the ELLs and other students. Our ELLs are in a block classes of nearly homogeneous proficiency. The benefit of this ENL methodology is that it enhances students' skills in the four modalities -- listening, speaking, reading, and writing -- while not disrupting the students' access to daily classroom instruction. The ENL teacher differentiates learning tasks and materials and provides a variety of verbal and non-verbal supports. We have stand-alone ENL for our five students at the emerging level as per CR 154.2.
  - 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)?

At Mott Hall III, students present a range of proficiencies from emerging to expanding ability levels. The ESL teacher's program is structured in a way that all students receive their mandated instruction. In order to do this, our ELL students are placed in specific classes on each grade level according to their proficiency levels. To devise the ENL teacher's co-teaching schedule, we use the class schedule of those specific homerooms and we prioritize her presence in content area classes. The ENL teacher also has an Advisory and Talent Period class, during which time she works with ELL students. All emerging students receive 90 minutes of ENL and 270 minutes of integrated ENL/Content Area instruction per week. All transitioning and expanding students receive 90 minutes of ENL/ELA and 90 minutes of integrated content/ENL instruction per week. Our commanding students receive 90 minutes of integrated content/ENL per week. We do not have any entering ELLs.

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.

All ENL instruction is provided in English. Ms. Garrett co-teaches content area classes to differentiate learning tasks, provide supplemental materials, and conduct small group conferences to support them in meeting the demands of the Common Core Learning Standards. Her supports include but are not limited to text chunking, kwl charts, cloze procedures, and context enhanced access points (modeling). If students are proficient in their L1 Ms. Garrett provides native language support through translated text, cognate vocabulary lists, and native language student pairing.

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

Upon their admission to Mott Hall III, parents of ELL students are given the HLIS and provided with informational materials and meetings. These meetings serve as the first level in ensuring that ELL students are identified to receive ENL services.

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

All teachers are trained in the use of strategies for supporting the achievement of ELL students in all four modalities. Through teachers' use of discussion rubrics, accountable talk self-evaluations, and questioning techniques, students' speaking and listening skills are assessed. Students are required to use precise language and answer questions orally in complete sentences. In the area of reading, teachers in content areas and ELA are trained in using a variety of means to support and evaluate students' comprehension of complex texts. These evaluations include graphic organizers for recording information from literary and informational texts, written responses to text-dependent questions, one-to-one reading conferences with students, and annotation strategies, such as recording the gist, for active reading. To evaluate students' written English, teachers are also trained to support and evaluate students' development through the use of graphic organizers to organize ideas, standardized writing rubrics for expository writing, and peer and self-evaluation protocols. We use Running Records and lexile tracking for twice yearly formal literacy assessments. We use presentation and debate rubrics for formal speaking and listening assessments.

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

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

a. We currently do not have any SIFE students enrolled at our school.

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

c. The 12 students who are receiving service from 4-6 years span a range of proficiency levels and include students in grades 6-8. These students receive services from our ENL teacher, Ms. Garrett, who pushes into content area and English Language Arts classes for the number of minutes that is required by their ELL status. Ms. Garrett uses instructional strategies and materials such as books on tape, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with peers to support our long-term ELLs' development. Our ELLs receiving service from 4-6 years are also in Ms. Garrett's Advisory class. During this time, Ms. Garrett conducts individualized conferences with students about their academic and behavioral progress. She also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for personal success.

d. The nine students who are designated long-term ELLs include students in grades 6-8. These students receive services from our NYS-certified teacher, Ms. Garrett, who pushes into content area and English Language Arts classes for the number of minutes that is required by their ELL status. Ms. Garrett uses instructional strategies and materials such as books on tape, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with

peers to support our long-term ELLs' development. Our long-term ELLs are also in Ms. Garrett's Advisory class. During this time, Ms. Garrett conducts individualized conferences with students about their academic and behavioral progress. She also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for personal success.

e. All former ELLs are identified for targeted assessment monitoring throughout the school year. All teachers are trained in supporting the needs of ELL learners, and they use these strategies for current and former ELLs alike. All faculty members also engage in data analysis of student achievement data, disaggregated by ELL and Former-ELL status, to monitor the progress of these students throughout the year. Former ELLs participate in our AIS afterschool program on Wednesday and Thursday afternoons for one hour and 15 minutes each session. These afterschool sessions are taught by NYS certified ELA and Math teachers.

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.

Students who have been re-identified as ELL or non-ELL academic progress will be monitored by their grade team of qualified content area teachers including the ENL teacher. All student's at Mott Hall III receive advisory once per week. The student's advisor would also monitor the student's academic progress and grades while providing supports such as tutoring, study hall and partner work. At the 6<sup>th</sup> month and 12<sup>th</sup> the grade team would discuss if the student is meeting grade level benchmarks.

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?

The instructional strategies and grade-level materials that teachers of ELL-SWDs use include teacher read aloud and think-alouds, reading partners, books on tape, chunking and annotating of texts, small group conferences, and facilitation of collaborative work with peers. Materials and choice of scaffolding address both content and language learning while also being formatted specifically for each ELL-SWD disability. For example ELL-SWD are often pre-taught both content area Tier 3 vocabulary and everyday Tier 1 and 2 vocabulary before reading assignments.

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?

Mott Hall III offers a SETSS, an ICT and a self-contained class for ELL-SWDs. ELL-SWDs are placed into the least restrictive environment based on their IEPs. Students are able to interact with non-ELL peers within their classroom. The ENL teacher schedule allows for her to co-teach in the content areas that each group of ELL-SWDs shows the most academic need in based on formal and informal assessments. For the SETSS and ICT ELL-SWDs it is Science and Social Studies. For the SC ELL-SWDs it is ELA. Stand-alone ENL for lower proficiency students also follows the guidelines and class size outlined in each ELL-SWDs IEP.

Chart

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

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

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

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



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

Chart

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

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

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

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

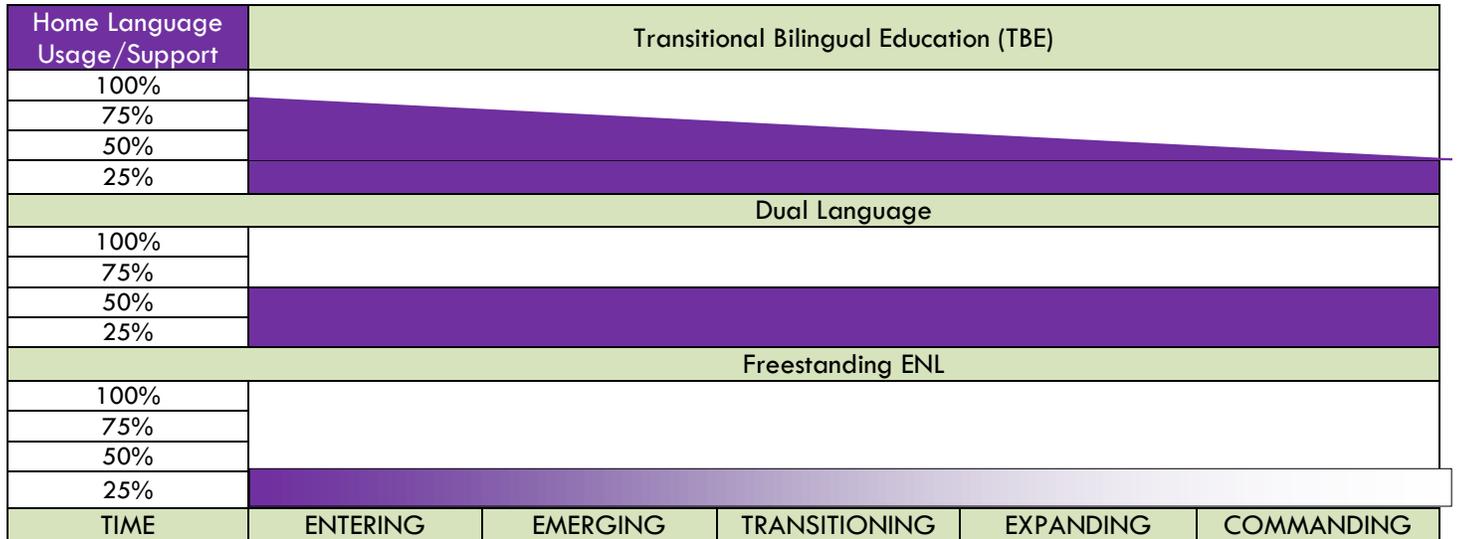


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
We offer an afterschool AIS program on Wednesday and Thursday afternoons. These programs target all of our ELLs, and they are offered in English. We use informal assessment during the program and formal assessment during the school day to track the gains made by ELLs in a way to measure the effectiveness of the program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program is effective in meeting the needs of our ELLs in both content and language development. Our intergrated co-teaching ENL model allows our ENL teacher to provide additional support and scaffolding for ELLs to strengthen their content comprehension in their regular classes while simultaneously promoting their language development. Our ELLs are meeting our progress targets based on regular formal assessments in the content areas.
12. What new programs or improvements will be considered for the upcoming school year?  
We feel that our current intergrated co-teaching (two qualified teachers, content and ESL) model is effective, and we will not be considering new programs or improvements for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?  
We feel that our current programs and services are effective and will not be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are afforded equal access to all school programs, as they are integrated seamlessly into all school programs and activities. These school programs include regular classroom instruction with push-in support from our ENL teacher, as well as afterschool AIS programs. During all family events, Spanish oral interpretation services are available.
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.  
The instructional materials that are used to support ELLs include Smartboard interactive lessons in every subject; complex texts, including primary and secondary sources, informational texts in science and social studies, and nonfiction and trade book novels in ELA; internet research; graphic organizers; mathematics manipulatives; flash cards to support vocabulary development in each subject; and guided reading and readers' theater materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Students receive native language support through translated materials, the use of bilingual glossaries, ENL literacy strategies for students that are aligned with the ELA/content area curriculum (BICS and CALP), and the use of an L1 buddy system.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All services and materials are grade and age appropriate. Mott Hall III offers a SETSS, an ICT and a self-contained class for ELL-SWDs. ELL-SWDs are placed into the least restrictive environment based on their IEPs and given materials appropriate for their level. We maintain a library of native language books based on
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).  
We hold a student orientation a week before the beginning of the school year. Students are introduced to their new school, teachers, fellow classmates, and the expectations of the curriculum. We also have a parent meeting on Curriculum Night to better familiarize the parents with our school and programs. When our ELLs enroll in our school throughout the school year, our ENL teacher, Ms. Garrett, calls parents to familiarize them with our school programs and policies, and she meets with families when necessary. All ELL students are assigned Ms. Garrett's weekly Advisory class, where they receive individualized check-in meetings about their academic and behavioral progress and learn lessons about habits for success.
19. What language electives are offered to ELLs?  
At this time we do not offer language electives to ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Our ESL teacher, Ms. Garrett, attends professional development workshops held by the Department of Education and Borough Field Support Center. She turnkeys this professional development to all teachers of ELLs during weekly professional development sessions, held on Mondays and Tuesdays during Professional Learning time and on Chancellor's Conference Days. She also participates in both grade team meetings and planning meetings, in which the academic and social/emotional needs of ELLs is discussed. Recent ELL PD topics include information on second language acquisition and analyzing NYSESLAT scores.
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 schoolwide professional learning time takes place on Monday and Tuesday afternoons. As part of our PD plan, Ms. Garrett leads workshops to all teachers on strategies for supporting the achievement of ELL students. Additional PD topics have included: an examination of ELA and Math achievement data disaggregated by ELL status, and planning for next steps; a discussion of the instructional shifts demanded by the Common Core Learning Standards, and how they are reflected in our curriculum maps, unit plans, and lessons; professional learning on facilitating students' close reading of complex texts, especially in the content areas; and the use of a protocol for looking at student work in grade teams to determine next steps for ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our teachers are given curriculum and professional development support in implementing an Advisory program to assist students, including ELLs, as they transition from elementary to middle school. Our Advisory classes meet once a week; during that time, teachers check in with small groups of students on their academic and behavioral progress, based on data from their grade and behavior progress reports; these Advisories also explore topics such as self-esteem, conflict management, and habits for success. As part of their professional development, faculty advisors are trained to contact homes of their advisees to introduce themselves, clarify expectations, and inquire about students' prior school experiences and goals for the year. Ms. Garrett, our ENL teacher, is an advisor for all of our ELL students in grades 6-8. Our guidance counselor, Ms. Jennifer Simon, receives professional development on ELL topics during school wide PD.
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.  
As stated above, Ms. Garrett presents information about meeting the needs of our ELLs during professional learning time on Monday and Tuesday afternoons. She participates in weekly team and planning meetings led by administrators and teachers of ELLs. At these planning meetings, teachers collaborate to plan strategies for differentiation and skill development among ELL learners. They also look at recent student data, disaggregated by ELL status, to assess progress and plan next steps. Ms. Garrett uses these meetings to turnkey information that she receives from outside workshops. Finally, all of our teachers are invited to attend workshops offered through the Department of Education and our Borough Field Support Center. Teachers track their professional development hours by keeping track of the agendas and through a tracker provided by the UFT.

### 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?

Annual individual meetings with parents of ELLs will be scheduled throughout the year. All efforts will be made to have all the student's content area teachers and ENL teacher in attendance. If parents are unable to come in a phone meetings will be scheduled. Translators are brought in as needed.

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.

Records of each meeting will be kept in a binder along with ELL parent outreach records. Bilingual staff help the ENL coordinator set-up and translate for meetings (in person, phone and letters). For lower incidence languages we would employ the services of the OELL's Translation and Interpretation Unit.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator, school staff, and PTA board plan activities throughout the school year to foster parental involvement for parents of ELLs. These activities include monthly PTA and SLT meetings, regular workshops on topics such as computer skills and the high school admissions process, informative meetings such as Curriculum Night, and family celebrations, such as the Hispanic Heritage Month celebration, 3 C's Fall Fiesta, Holiday Showcase, Black History Month celebration, Mother's Day celebration, and End-Year Talent Show. Spanish translation occurs at all of these events, led by Mr. Martinez, Mr. Olivo, or Spanish-speaking teachers. In addition, all flyers and meeting notices are translated into Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time we do not partner with any outside organizations to provide ELL services.

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

We evaluate the needs of parents through analyzing data from parent responses on the Learning Environment Survey; feedback shared during PTA meetings, SLT meetings, parents and principal breakfast, and Parent-Teacher Conferences; and outreach conducted by our Parent Coordinator. Bilingual staff, including the parent coordinator, contacted parents, translated correspondence and attended these events.

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

Our parental involvement activities address the needs of the parents because they provide vital information to parents on important topics. These topics include ways to support their children in meeting the more rigorous Common Core Learning Standards; how to navigate the high school application process with their children; and how to use NYS Schools Accounts, our online gradebook system, and other tools to monitor their children's progress. Our family celebrations allow parents a way to strengthen their commitment to the school community, have informal conversations with their children's teachers and administration, and celebrate their children's growing talents. In middle school, many parents need ways to stay connected as their children grow more independent. Our regular family events foster a way for them to maintain these connections.

### 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.

N/A



School Name: M

School DBN: 09X128

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)
Jorisis Stupart	Principal		11/12/15
Joanna Mora	Assistant Principal		11/12/15
Ernesto Martinez	Parent Coordinator		11/12/15
Mary Garrett	ENL/Bilingual Teacher		11/12/15
Norma Jackson	Parent		11/12/15
Andrew Hendricks	Teacher/Subject Area		11/12/15
Christa Buccola	Teacher/Subject Area		11/12/15
	Coach		
	Coach		
Jennifer Simon	School Counselor		11/12/15
Leticia Rosario-Rodriguez	Superintendent		11/12/15
Luis Quan	Borough Field Support Center Staff Member _____		11/12/15
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **09X128** School Name: **Mott Hall III**  
Superintendent: **L. Rosario**

### 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](http://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.

Parents are given a Home Language Identification Survey to determine what language the family speaks at home. An informal interview in English and the native language is conducted. If a parent is only able to communicate in their native language, documentation and translation services will be provided for them. This information is then recorded in ATS by our school secretary. According to ATS, % of parents need documents translated into Spanish, while less than need documents translated into other languages. We generate and review up-to-date ATS reports that indicate preferred languages for parents throughout the year, and when parents' language of preference changes, we ensure that the change is noted on the student's blue card as well as in ATS. This fall, we have also made a concerted effort to reach out to all families this school year and update their contact information and language preference in our online student information system. A list of parents' L1 is kept by the ENL Coordinator.

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.

As stated above, Spanish is our primary written translation and oral interpretation need. Our other languages include Fulani, French, Krio Soninke, Chinese, Wolof, Bengali, Hausa, and Bambara.

## **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.)

We translate and disseminate our student handbook, parent-teacher conference announcements and announcements of other parent engagement events, monthly calendars, important letters from the principal and admin team, after-school program information, and NYS testing dates and curriculum information.

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.

Our school has face-to-face meetings with parents at parent-teacher conferences on September 16, November 17, March 17, and May 11. We also have translation services available for parents during IEP meetings, counseling meetings, and disciplinary meetings with administration.

## **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.

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

2. Describe 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.

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

#### **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.)

We will make multiple copies and distribute the Language Identification Guide to office staff. We will train the office staff in using the guide to help determine the language spoken by a parent. We will also make sure that our school safety agents have a copy of the over-the-phone card, and we will remind them of the steps on how to obtain an interpreter for LEP visitors to our school. Finally, we will send an internal letter to school staff twice a year, reminding them of their responsibility to communicate with LEP parents, and what resources are available to them to do so.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

We have posted the Welcome poster in a prominent location in the lobby of the building. We have provided parents with a copy of the Parent's Bill of Rights. We have also provided all parents with a copy of the Expect Success Guide.

#### **Part F: Monitoring and Quality Control**

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

We will use a parent survey, as well as interviews with parents, to gather feedback on the quality and availability of our services for our ELL students.